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ABSTRACT

This report on the current status of state advisory councils on adult education contains data concerning the 1975 and 1980 status of state councils in the 50 states. It consists of an introduction, four sections, and an appendix. Provided in the introduction are some conclusions of a 1975 survey on state advisory councils on adult education as well as 1980 updates to these conclusions. The current status of each of the 50 states in the area of state advisory councils on adult education is outlined in Section 1. Those passages of the Adult Education Act and all its amendments through 1978 of relevance to state advisory councils are presented. Summarized next are federal regulations on state councils. Finally, comparisons are presented of state grants for adult education in fiscal 1975 and fiscal 1981 and the maximum amounts allowed for administration. Appendixes include supportive information on the design and operation of programs in the following states: Alabama, Alaska, California, Georgia, Hawaii, Iowa, Louisiana, Michigan, Minnesota, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, Rhode Island, and South Carolina. (MN)

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STATE ADVISORY COUNCILS ON ADULT EDUCATION

SEPTEMBER 1980

NATIONAL
ADVISORY COUNCIL
ON ADULT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Advisory Council on Adult Education

Sec. 313. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Secretary and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1984.

(c) The Council shall advise the Secretary in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Education shall coordinate the work of the Council with that of other related advisory councils.

This report is published under provisions of the Adult Education Act and the Federal Advisory Committee Act.

National Advisory Council on Adult Education, 1980

September 1980

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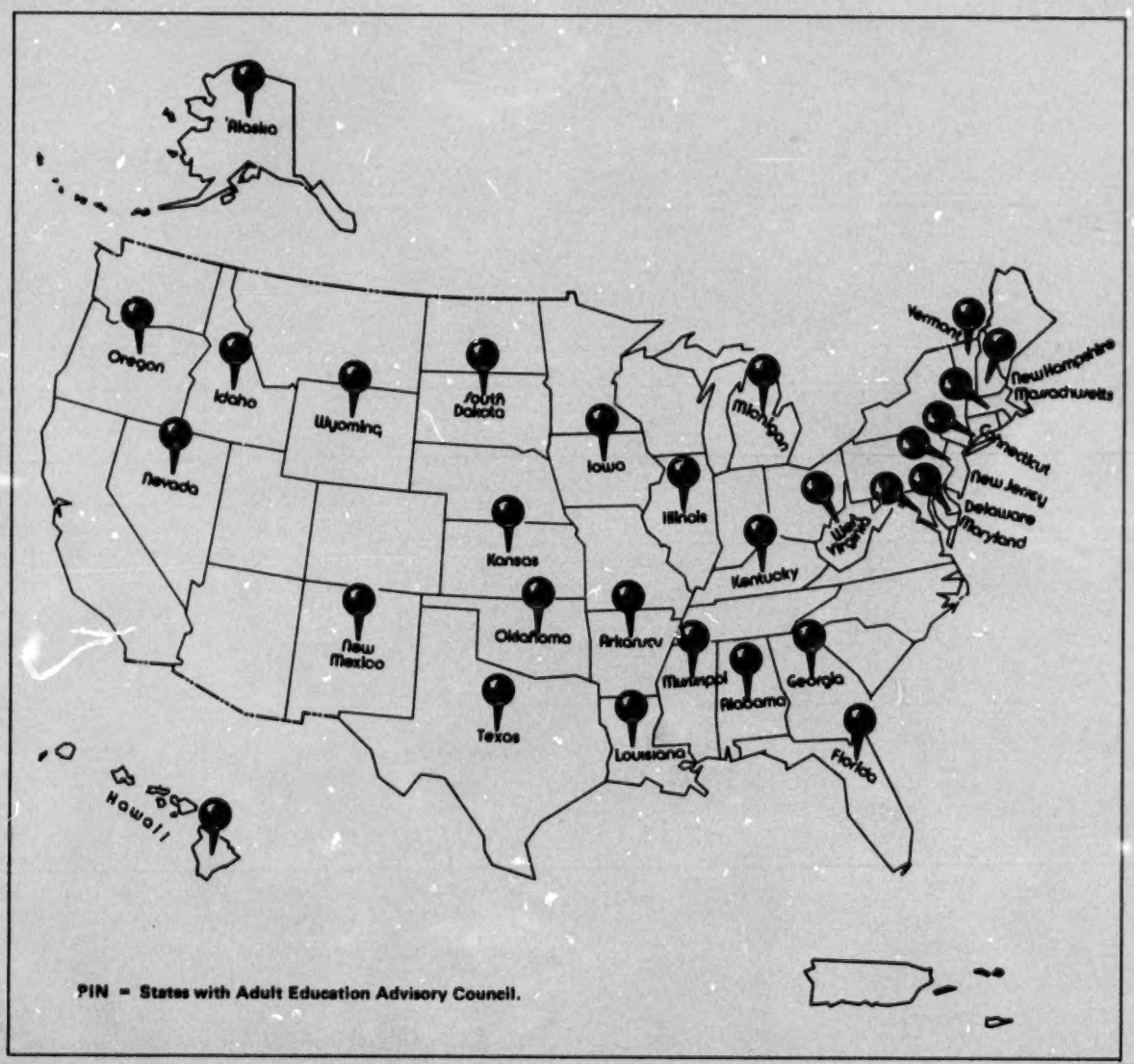
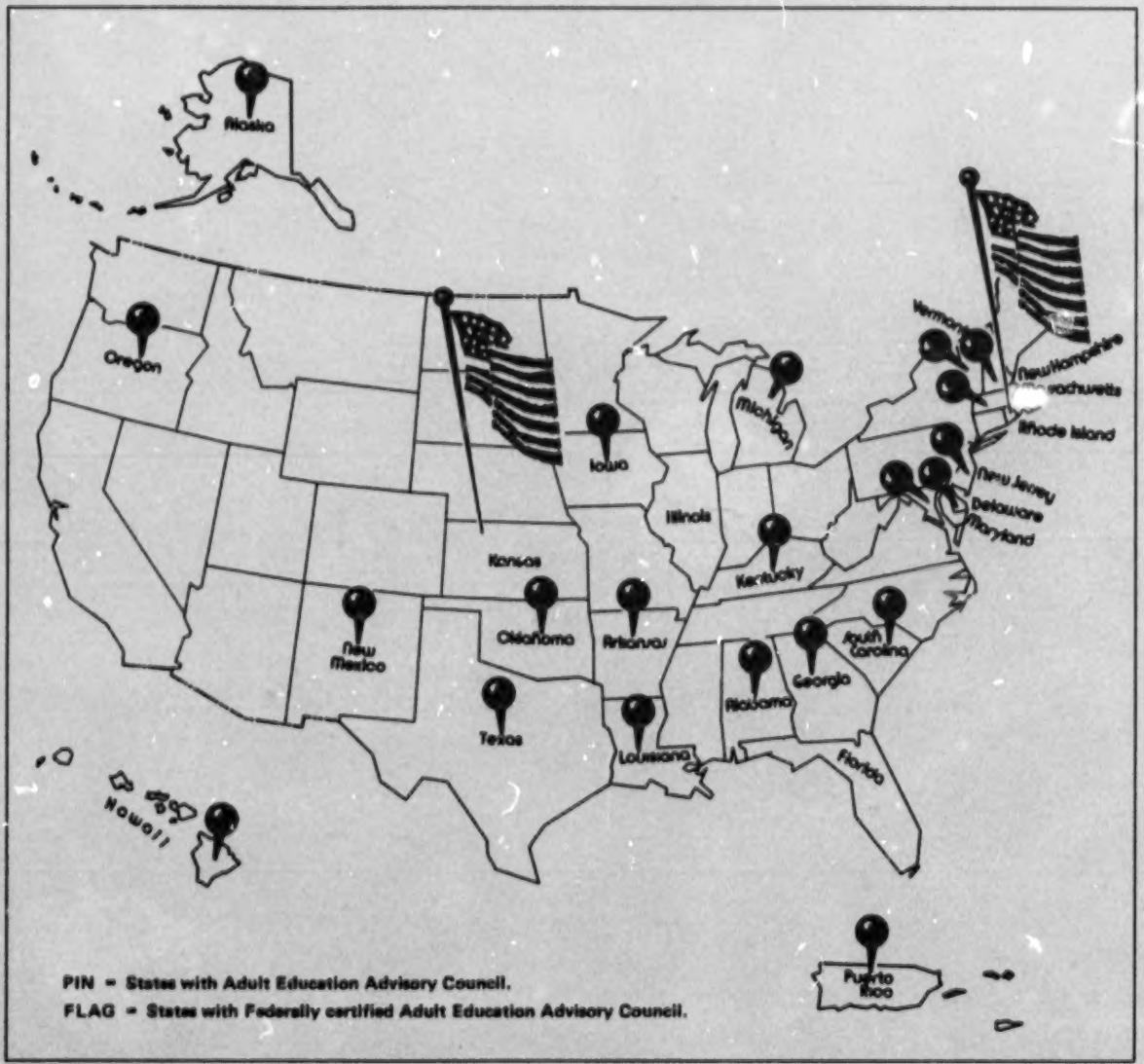
State Councils in 1975



STATE ADVISORY COUNCILS ON ADULT EDUCATION

State Councils in 1980



Preface

This is one of the projects the National Advisory Council on Adult Education scheduled in preparation for recommendations to the United States Congress when the Adult Education Act is examined for reauthorization in 1982. Such recommendations are part of the Council's mandate.

There are several issues and questions that arise when comparing the state advisory council picture in 1975 with that in 1980.

Why has there been so little change?

Why is there such a variety in the scope and composition of the Councils?

Is there any reliable method to evaluate these Councils? (Some states obviously benefit from councils; some do well without them.)

Are Governors and elected State Boards of Education that do not appoint councils aware that they have the authority to do so? Are clients aware of the authority?

Should the Congress provide special funds for an independent professional staff for councils that meet Federal standards?

Should Congress attempt to deal with the fact that the operations of a council in a sparsely populated state are about as expensive as the operations of a council in a more populous state?

Should the Congress consider mandatory councils supported by a separate appropriation?

These are some of the issues and questions that readers of the report may wish to ponder.

The Council assigned the Program Liaison Committee the responsibility for this state advisory council project. Mr. Sam Brightman, a consultant to the Council, conducted the state interviews, and together with Council staff assembled the data.

The material in this report is not only for the Council's use, as it examines the State Advisory Council provisions of the Act, it will also be of interest to persons responsible for adult learning programs in stimulating discussion on the multiple questions and issues of advisory bodies.

The Council wishes to thank state directors and state advisory committee members for their assistance in gathering this information.

Maxie C. Jackson, Jr.
Council Chairperson

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supportive information from:

1. Alabama
2. Alaska
3. California
4. Georgia
5. Hawaii
6. Iowa
7. Louisiana
8. Michigan
9. Minnesota
10. New Jersey
11. New York
12. Oklahoma
13. Oregon
14. Pennsylvania
15. Rhode Island
16. South Carolina

Introduction

This survey was undertaken to update the information concerning State Advisory Councils on Adult Education obtained in a survey conducted by the National Advisory Council on Adult Education in 1975.

Interviews by the consultant who conducted this and the 1975 survey is the primary source of the information. State Adult Education Directors in all 50 states, the District of Columbia, and Puerto Rico were interviewed in person or by telephone. The results sometimes reflect subjective judgments by the interviewed and the interviewer.

To provide insights that might be useful when the next reauthorization on the Adult Education Act comes before the Congress, it seems helpful to list some conclusions of the 1975 survey and follow them by 1980 conclusions.

1975 *There are few effective "full service" state advisory councils.*

1980 The number of effective "full service" state advisory councils seems to have increased slightly.

1975 *There is not in existence a state counterpart of the National Advisory Council on Adult Education. Only one state council plans to meet Federal criteria and use Federal funds.*

1980 Two states have now met the Federal criteria, and one, Rhode Island, has embarked on a comprehensive, long-range program to increase and improve all adult learning resources in the state.

1975 *The state advisory council amendments and the resulting OE regulations are counter productive. States seem to want freedom to relate membership selection to what they perceive as special conditions, and find funding a council out of the 5% administrative allotment to be impractical. Few states have immediate plans for a state council meeting OE requirements.*

1980 Possibly the only change in this condition between 1975 and 1980 is that the new requirements for participatory planning, requiring widened contact with a variety of individuals and interests and the additional requirement that these interests be involved in the implementation of a state plan, are seen in some states as making a state advisory council unnecessary.

1975 *The suggestion that additional funds be taken from 309 funds for administration occurred several times. It was indicated that this might encourage the formation of state councils.*

1980 The need for an increase in the administrative allowance was raised frequently.

1975 *There was no expressed enthusiasm for councils mandated by the federal government. It was argued by some that the cost of these would reduce program funds.*

1980 There was increased resentment to Section 312(a) and (b) concerning the appointment authority and the prescriptiveness of council membership.

1975 *There were some indications that there might be more state advisory councils under the federal program if the requirement of appointment by a Governor or an elected state board were eliminated.*

1980 This condition still exists in 1980.

1975 *States which had no advisory councils and had no desires to form one still found the National Council helpful.*

1980 This condition has not changed.

1975 *The main thrust of most existing councils concerns program planning and ABE operation. Lobbying and public relation activities are infrequent.*

1980 Lobbying and public relations activities seem to be increasing slightly and there also appears to be a broadening of the scope of activities by many councils.

1975 *Public and student representation is weak on most councils.*

1980 There seems to be an increase of public and student representation.

1975 *Larger adult education concepts such as lifetime learning rarely come before state adult education councils.*

1980 Although most state councils seemed to concentrate on issues involving the Federal Adult Education Act, there seemed to be increased interest in a comprehensive approach to adult learning.

Lily Lee Chen, *Chairperson*
Program Liaison Committee

The Current Status of the States

ALABAMA Alabama has an Ad Hoc Committee on Adult Education appointed by the State Superintendent. It has written rules and records, includes representatives of the general public among its members, and has the primary purpose of advising the State Coordinator of Adult Education. There is a minimum of 15 members who meet at least biannually. Expenses are paid from state funds. The composition and function of the Ad Hoc Committee on Adult Education is described in the appendix. Officials believe the present advisory mechanism is effective and there are no plans to seek federal certification.

ALASKA Alaska has recently organized a State Advisory Council on Adult Education entitled "The Adult Continuing Education and Right to Read Council." The Council is appointed by the Education Commissioner. The Council's membership includes general public representation, adult education students, and minority groups. The members are appointed to represent various regions of the state. Its primary purpose is to advise the State Board of Education and the staff. Alaska has a stringent law which prohibits state employees from discussing legislative matters with legislators. Council members are not state employees and therefore, can work on behalf of adult education with the legislature. The appendix provides additional information about the Council.

ARIZONA Arizona does not have a State Advisory Council on Adult Education. It feels that a Council that met Federal requirements would not serve the special needs of the state. The Deputy Associate Superintendent for Adult Services reports that there is informal liaison between the state adult education staff and other state agencies, and with private and public groups that have an interest in adult learning.

ARKANSAS The Arkansas State Advisory Council on Adult Education is appointed by the State Director. Members are recommended by the Supervisor in six districts of the state. The public is represented on the Council, which becomes involved in legislative issues. It meets regularly and has written rules. It is funded by the state and its principal function is to advise the state director. It maintains liaison with the State's Vocational Education Council.

CALIFORNIA California prefers to work with ad hoc groups rather than to have a permanent state advisory council on adult education. An example of this cited by the State Director is "A Planning Process for Adult Education—Report of the Adult Education Ad Hoc Advisory Committee," published in 1979. This group, named by the State Superintendent of Education, made a comprehensive survey of current problems, and related them to the history of state support for adult education in California. A part of the report was a statement of philosophy submitted to the state superintendent and board. It is printed in the appendix.

COLORADO Colorado does not have a state advisory council on adult education. The state director obtains outside input from an ad hoc group of local program directors.

CONNECTICUT Connecticut does not have a state advisory council on adult education. The state director names ad hoc advisory groups to advise on special problems. State officials suggested that Federal requirements for broad participation in the development and implementation of the state plan might duplicate the major activities of a state advisory council.

DELAWARE The Delaware Adult Education Council was organized recently. Its membership reflects provisions of the Adult Education Act and Federal rules and regulations. The Council receives administrative services and technical assistance from the state department adult education staff. Council members are not reimbursed for expenses. The Delaware Council may apply for Federal certification.

DISTRICT OF COLUMBIA The District of Columbia Advisory Council on Adult Education represents a wide variety of interests, including former adult basic education students. It serves primarily to advise the adult education director. The Council is appointed by the District Board of Education and the Mayor.

FLORIDA The Florida State Advisory Council on Adult and Community Education is appointed by the elected chief state school officer. The Council advises the Commissioner, the State Board of Education, and the State Director of Adult Education. Council members represent a wide group of interests beyond education.

GEORGIA The Georgia Adult Education Advisory Committee has been in existence since 1973. The Committee reports to the Georgia State Board of Education, which was responsible for establishing the advisory committee. The appendix contains authorization and procedure rules of the Council and lists some of its recent concerns.

HAWAII The State Advisory Council for Adult Education of Hawaii is appointed by the State Board of Education and has a minimum membership of fifteen. It includes citizen representation. Now state funded, it may seek Federal certification so that it may spend Federal funds to pay for a recent expansion of activities. The appendix contains details of the Council's operations and membership.

IDAHO Idaho does not have a state advisory council on adult education. There is no state appropriation for adult basic education and it is felt that the expense of a council would take too much from the state's $50,000 administrative allotment.

ILLINOIS The State Advisory Council for Vocational Education is mandated by state law to serve as the official Advisory Council on Adult Education and Career Education.

INDIANA Indiana does not have a state advisory council on adult education. State officials indicate that the Federal regulations are too restrictive and there are no state funds available for a council that does not use Federal funds. However, the state has used a variety of committees in preparing the state plan and in reviewing special projects. This system has provided some of the outside advice and counsel that would be obtained by an advisory group.

IOWA The State Advisory Council for Adult Education in Iowa is an active and effective body which meets all Federal requirements except that it is appointed by the State Board of Public Instruction, which is appointed by the Governor. It was supported by a state budget of $4,000 for FY'80 and has a member from each of the state's 15 area school districts. Five new members, nominated by their districts, join the Council each year. Portions of the 1979 Iowa Advisory Council Report are contained in the appendix.

KANSAS The Kansas Advisory Council for Adult Education was the first state council to meet Federal requirements and receive Federal certification. Its activities are an integral part of the state plan and it is credited with leadership in obtaining funds for a special project for mentally retarded adults.

KENTUCKY The State Board of Education has assigned to the State Advisory Council on Vocational Education the responsibility for adult education advisory recommendations.

LOUISIANA The Louisiana Adult Education Advisory Council is authorized and appointed by the State Board of Elementary and Secondary Education.

The Council's primary function is to advise the State Board of Education. The members help the Council represent a broad range of professional interests and follow the general lines of Federal certification requirements, although the state does not plan to seek Federal certification. The section of the state plan explaining the role of the Council in more detail appears in the appendix.

MAINE Maine does not have a state advisory council on adult education but does make use of special ad hoc task forces composed of educators and representatives of the general public. It plans to organize a state council for fiscal year 1981. The Council will be appointed by the chief state school officer, who is responsible for state adult education programs.

MARYLAND The Maryland Adult and Continuing Education Advisory Committee is appointed by the state's chief state school officer. It includes representatives of business and industry, community groups, local education agencies, and students. Consideration is being given to reorganizing the committee to meet Federal regulations. At present the Committee's primary role is in advising state education personnel on the state plan and on discretionary grants.

MASSACHUSETTS The Community Education Advisory Council of Massachusetts reports to the Bureau of Adult Services of the Massachusetts Department of Education. The Council is specifically concerned with implementation of the Community Education Act in the commonwealth, but it also concerns itself with all forms of adult learning. The state adult education director indicated that this arrangement is suitable to the needs and organization of state adult education activity.

MICHIGAN Michigan's Adult Extended Learning Service Advisory Council is authorized and appointed by the elected state board of education. Its membership represents a broad spectrum of interests and its activities cover a wide range from adult basic education through postsecondary learning, continuing professional education, community education and adult education in churches and synagogues. It produces a comprehensive annual report that reflects the diversity of its oversight. The appendix describes the responsibility of the Council and contains its bylaws.

MINNESOTA Minnesota has no state-wide adult education advisory council. The state prefers to form a citizen participatory group in each of the state's nine educational cooperative service units. These are unique organizations which serve local education agencies without depriving them of automony. The appendix provides additional information.

MISSISSIPPI Mississippi does not have a state advisory council on adult education, but does have a participatory planning council.

MISSOURI The Missouri adult education director believes that broader citizen participation is achieved through five area planning meetings held each year, than would be obtained from a state advisory council on adult

education. The director stated the present system is less expensive than a council would be.

MONTANA Montana does not have a state advisory council on adult education. The state director indicates that the cost of council operations and the requirements that the Governor or an elected state board appoint a council that is eligible to use Federal funds are obstacles to the formation of a council.

NEBRASKA Nebraska feels that its Adult Basic Education State Planning and Evaluation Committee, authorized and appointed by the state board of education, provides a broad perspective and outside input and that an advisory council would be duplicative.

NEVADA Nevada, which does not have a state advisory council on adult education, obtains input from the Nevada Adult Education Planning Committee, which is authorized by the state board of education and serves the state adult education department.

NEW HAMPSHIRE The New Hampshire State Advisory Council on Adult Education is appointed by the state's adult basic education director and includes students and representatives of the general public. No decision has been reached on whether to revise the council to meet Federal requirements.

NEW JERSEY New Jersey is one of the pioneer states in operating a "full service" state advisory council on adult education. The New Jersey Advisory Council for Adult, Continuing, Community Education meets regularly, holds at least one annual public meeting, cooperates with county advisory councils, and publishes, in a complete annual report, a box score on its successes and failures. Widely regarded as effective and representative of adult learner interests, the Council does not meet the requirements of the Federal regulations and because of the limited amount of administrative funds available to fund a Federally certified council, it is not likely to seek Federal certification. Excerpts from the Council's annual report are carried in the appendix.

NEW MEXICO The New Mexico Adult Education Advisory Board is appointed by the elected state board of education and primarily serves the adult education department. New Mexico also has adult education advisory boards at the community level. The State Director of Adult Education feels that the operations of a council meeting Federal requirements would take an undue amount of funds from the state's administrative allocation from its Federal grant.

NEW YORK New York has a Commissioner's Statewide Advisory Council on Adult Learning Services. It is designed to provide advice to the State Education Commissioner on how the adult learning programs of a variety of public and private agencies may be meshed effectively. The Council's work is coordinated by a member of the education agency staff. Its own official history and its current work plan are carried in the appendix.

NORTH CAROLINA North Carolina does not have a state advisory council on adult education but does have a State Participatory Planning Committee. The state director indicates that special efforts are made to have broad citizen input on local programs and projects.

NORTH DAKOTA North Dakota, which does not have a state advisory council on adult education, seeks to get broad input from a variety of interests by mail contact with 350 persons who participated in regional planning meetings and agreed to serve in an advisory capacity.

OHIO Ohio does not have a state advisory council on adult education, but it feels that the Participatory Planning Committee appointed by the State Superintendent of Education provides adequate advice and counsel. The state director noted that a state council is neither mandated nor funded by the Federal government.

OKLAHOMA The Oklahoma Advisory Council for Adult Education is appointed by the State Board of Education and seeks to represent all segments of the state's population. It mainly serves to advise the state adult education department and is supported by state funds. Its guidelines are in the appendix.

OREGON The State Adult Basic Education Advisory Committee of Oregon is a broad-based group that has been in existence for some years and is regarded as an effective body. It is appointed by the chief state school officer, a condition which the state's education officials desire to continue. It is probably eligible for Federal certification except for failure to comply with the statute's appointment provisions. The appendix lists the charges and duties of the Committee.

PENNSYLVANIA The ad hoc committee which worked on the state's plan for use of Federal adult education funds has recommended the organization of a state advisory council on adult education. No decision has been made on the proposal. The appendix contains the guidelines proposed for the Council.

RHODE ISLAND

This state is unique. The provisions for a state advisory council, now one of two that are Federally certified, were written into a new adult education statute designed to be complementary to the new Federal Adult Education Act. The Council, appointed by the Governor, is called the Rhode Island Adult Education Commission. Its membership includes members of the state legislature, who play an active role in its activities. The Chairman (elected by the Commission) was the principal author of the state adult education legislation which created the Commission. The Commission has allocated $10,000 by the State Department of Education.

The Commission has been holding public meetings throughout the state and reports substantial response from clients and potential clients. Staff assistance is provided by the State Education Department and student interns are also providing support.

The Commission has prepared a report to the Governor and the legislature which outlines its history and its objectives. Substantial portions of the Commission's 1980 report giving additional details of an ambitious program to expand the coordinate adult learning programs are printed in the appendix.

SOUTH CAROLINA

South Carolina had an Ad Hoc Committee for Adult Education until 1976 when the state legislature enacted a Community Education Act which provided for a nine-member State Community Education Advisory Council. This Council is appointed by the State Superintendent of Education and the statute requires that it represent recreation, health, cultural, social services, community services, education, business-industry, aged and minority groups. Adult education is part of South Carolina's community education operation and the state director reports that this Council concerns itself with adult learning problems and is an effective body. See appendix.

SOUTH DAKOTA

South Dakota does not have a state advisory council on adult education. The state director has indicated that the provision of Federal law and regulations which require appointment by the Governor or an elected state board in order to obtain Federal funds for a state council was a negative factor.

Task forces to carry out special projects are appointed as the need arises.

TENNESSEE Tennessee does not have a state advisory council on adult education. The state director indicates that the Tennessee Commissioner of Education prefers ad hoc task forces to permanent advisory bodies.

TEXAS The Advisory Council for Vocational-Technical Education in Texas is officially designated as the state's advisory body for adult education. The state director reports that a subcommittee of the Vocational-Technical Council deals with adult education issues.

UTAH Utah does not have a state advisory council on adult education. The state director prefers to obtain input from informal meetings with local adult education directors and members and representatives of target groups.

VERMONT Vermont is served by the Governor's Adult Education Advisory Council which is chaired by a former member and Chairman of the National Advisory Council on Adult Education. The Vermont Chairman recently led the Council in a successful effort to persuade the state legislature to appropriate an additional $300,000 over the amount recommended in the state budget. The Council is broadly representative, and the state director reports that the Division of Adult Education in the U.S. Education Department has been approached informally to determine if the Council can obtain Federal certification.

VIRGINIA Virginia does not have a state advisory council on adult education, although, it has a Participatory Planning Committee that meets twice a year. The Virginia State Education Department has a basic philosophy of not organizing formal advisory committees unless they are mandatory.

WASHINGTON The State of Washington does not have a state advisory council on adult education. The state director reports that the state does not have funds to support a council designed to fit its perceived needs and that the Federal regulations that must be met in order to spend Federal funds on a council are too prescriptive.

WEST VIRGINIA West Virginia does not have a state advisory council on adult education. The state director reports that the cost factor is the major obstacle. The state's Vocational Education Council sometimes directs its attention to adult education concerns.

WISCONSIN Wisconsin does not have a state advisory council on adult education. The statutory State Vocational Education Council has a special relevance to adult education because Wisconsin has a separate Board of Vocational, Technical and Adult Education. The activities carried out under supervision of this board are organized into sixteen districts and efforts are made to obtain public participation in these districts. There is a Participatory Planning Committee.

WYOMING Wyoming does not have a state advisory council on adult education. The expense and the Governor's dislike of a proliferation of advisory

groups were cited as factors in the decision to rely on various ad hoc panels for advice from outside the state educational establishment.

AMERICAN SAMOA American Samoa does not have an advisory council on adult education. The adult basic education director obtains advice and information from the Office of Samoan Affairs, which is comprised of district governors, county chiefs and village mayors.

GUAM Guam obtains citizen input from its Vocational Education Advisory Committee, its Participatory Planning Committee and directly from local people. The adult education director suggests the territory is so small that a proliferation of councils would wind up with many of the same people on all the councils.

PUERTO RICO The State Council on Adult Education of Puerto Rico seeks to advise all public and private agencies involved in adult learning. It was appointed by the Secretary of Education from candidates recommended by public and private agencies and institutions concerned with adult education. A member of the Vocational Education Advisory Council serves on the adult education body. Council members are not reimbursed.

TRUST TERRITORY The Micronesian Board of Education supervises both vocational and adult education and the State Advisory Council for Vocational Education serves this board.

VIRGIN ISLANDS The Virgin Islands regards the preparatory planning sessions for the development of the State Plan as filling the role of an advisory council.

NORTHERN MARIANA ISLANDS A response to the NACAE questionnaire was not received.

Adult Education Act

Section 312 refers to State Advisory Councils.

The Adult Education Act

Short Title

Sec. 301. This title may be cited as the "Adult Education Act".[1]

Statement of Purpose

Sec. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

(1) enable all adults to acquire basic skills necessary to function in society,

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

(3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Definitions

Sec. 303. As used in this title—

(a) The term "adult" means any individual who has attained the age of sixteen.

(b) The term "adult education" means services or instruction below the college level (as determined by the Commissioner), for adults who—

(1) lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and

(2) are not currently required to be enrolled in schools.

(c) The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

(d) The term "Commissioner" means the Commissioner of Education.

(e) the term "Community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

(f) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(g) the term "State" includes the District of Columbia, the Commonwealth of Puerto Rico and (except for the purposes of section 305(a) Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands.

(h) the term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools, then such agency or officer may be designated for the purpose of this title by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean an appropriate agency or officer designated for the purposes of this title by the Governor.

(i) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(j) the term "institution of higher education" means any such institution as defined by section 801(e) of the Elementary and Secondary Education Act of 1965.

Grants to States

Sec. 304. (a) The Commissioner is authorized to make grants to States, which have State plans approved by him under section 306 for the purposes of this section, to pay the Federal share of the cost of (1) the establishment or expansion of adult basic education programs to be carried out by local educational agencies and by public or private non-profit agencies, organizations, and institutions and (2) the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private nonprofit agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or institution. The State educational agency shall not approve any application unless assured that such consultation has taken place. Such application shall contain a description of the cooperative arrangements that have been made to deliver services to adult students.

(b) Not more than 20 per centum of the funds granted to any State under subsection (a) for any fiscal year shall be used for the education of institutionalized individuals.

Allotment for Adult Education

Sec. 305. (a) From the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1972, and for any succeeding fiscal year, the Commissioner shall allot (1) not more than 1 per centum thereof among Guam, American Samoa, the Trust territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands according to their respective needs for assistance under such section, and (2) $150,000 to each State. From the remainder of such sums he shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not

[1] This is a compilation of the Adult Education Act, Public Law 91-230, and all of its amendments through November 1, 1978.

have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such State bears to the number of such adults in all States. From the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1970, and the succeeding fiscal year, the Commissioner shall make allotments in accordance with section 305(a) of the Adult Education Act of 1966 as in effect on June 30, 1969.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Commissioner determines will not be required, for the period such allotment is available, for carrying out the State plan approved under this title shall be available for reallotment from time to time, on such dates during such period as the Commissioner shall fix, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Commissioner estimates such State needs and will be able to use for such period for carrying out its State plan approved under this title, and the total of such reductions shall be similarly realloted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

State Plans

Sec. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

(1) it has on file with the Commissioner a general State application under section 435 of the General Education Provisions Act, and

(2) it has submitted to the Commissioner at such times (not more frequently than one every three years), and in such detail, as the Commissioner shall prescribe a State plan meeting the requirements of subsection (b).

(b) A State plan under this title shall—

(1) set forth a program for the use of funds provided under this title to carry out the purposes stated in section 302 with respect to all segments of the adult population in the State, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults;

(2) provide for the administration of the program by the State educational agency;

(3) describe the procedures the State will use to insure that in carrying out such program there will be adequate consultation, cooperation, and coordination among the State educational agency, State manpower service councils, State occupational information systems, and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults; and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

(5) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

(6) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and public or private nonprofit agencies, organizations, and institutions);

(7) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

(8) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan especially with regard to the expansion of the delivery of adult education services through those agencies, insitutions, and organizations;

(9) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

(10) provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

(11) provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of tile VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963;

(12) demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs;

(13) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions; and

(14) provide such further information and assurances as the Commissioner may by regulation require, including information regarding the extent to which the goals of the program have been achieved during the preceding three years.

(c) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and opportunity for a hearing.

Payments

Sec. 307. (a.) The Federal share of expenditures to carry out a State plan shall be paid from a States's allotment available for grants to that State. The Federal share shall be 90 per centum of the cost of carrying out the State's programs, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share shall be 100 per centum.

(b) No payment shall be made to any State from its allotment for any fiscal year unless the Commissioner finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.

Operation of State Plans; Hearings and Judicial Review

Sec. 308. (a) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency administering a State plan approved under this title, finds that—

(1) the State plan has been so changed that it no longer complies with the provisions of section 306, or

(2) in the administration of the plan there is a failure to comply substantially with any such provision, the Commissioner shall notify such State agency that no further payments will be made to the State under this title (or, in his discretion, that further payments to the State will be limited to programs under or portions of the State plan not affected by such failure), until he is satisfied that there will no longer be any failure to comply. Until he is so satisfied, no further payments may be made to such State under this title (or payments shall be limited to progams under or portions of the State plan not affected by such failure).

(b) A State educational agency dissatisfied with a final action of the Commissioner under section 306 or subsection (a) of this section may appeal to the United States court of appeals for the circuit in which the State is located, by filing a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in

whole or in part, temporarily or permanently, but until the filing of the record, the Commissioner may modify or set aside his order. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his precious action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. The judgment of the court affirming or setting aside, in whole or part, any action of the Commissioner shall be final, subject to the review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.

Research, Development, Dissemination, Evaluation, and Information Clearinghouse

Sec. 309. (a)(1) Subject to appropriations under this section, the Commissioner shall directly, and through grants and contracts with public and private nonprofit agencies, institutions, and organizations, carry out a program—

(A) to develop new and promising approaches and innovative methods which are designed to address those problems and which may have national significance or be of special value in promoting effective programs under this Act, including one-year grants to States to plan for the expansion of their systems for the delivery of adult education services;

(B) to determine, using appropriate objective evaluation criteria, which projects and approaches assisted under clause (A) and under section 310 of this Act have achieved their stated goals and are capable of achieving comparable levels of effectiveness at additional locations; and

(C) to disseminate throughout the Nation information about those approaches or methods pertaining to adult basic education which are most effective, by establishing and operating a clearing-house on adult education which shall collect, select, and disseminate to the public information pertaining to the education of adults, those approaches and methods of educating adults which are most effective, and ways of coordinating adult education programs with manpower and other education programs.

(2) The Commissioner shall directly, and through grants and contracts with public and private agencies, institutions and organizations, evaluate the effectiveness of programs conducted under section 304 of this Act.

(b) In addition to the responsibilities of the Director under section 405 of the General Education Provisions Act and subject to appropriations under this section, the Director of the National Institute of Education, in consultation with the Commissioner, shall directly and through grants and contracts with public and private agencies, institutions, and organizations, carry out a program to conduct research on the special needs of individuals requiring adult education.

(c) There are authorized to be appropriated for the purposes of this section $1,500,000 for the fiscal year ending September 30, 1980, $2,000,000 for the fiscal year ending September 30, 1981, and $3,000,000 for each succeeding fiscal year prior to October 1,1983.

Use of Funds for Special Experimental Demonstration Projects and Teacher Training

Sec. 310. Of the Funds allotted to a State under section 305 for a fiscal year, not less than 10 per centum shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, and which—

(A) involve the use of innovative methods, including methods of educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

(B) involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and

(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.

Special Projects for the Elderly

Sec. 311. (a) The Commissioner is authorized to make grants to State and local educational agencies or other public or private non-profit agencies for programs to further the purpose of this Act by providing educational programs for elderly persons whose ability to speak and read the English language is limited and who live in an area with a culture different than their own. Such programs shall be designed to equip such elderly persons to deal successfully with the practical problems in their everyday life, including the making of purchases, meeting their transportation and housing needs, and complying with governmental requirements such as those for obtaining citizenship, public assistance and social security benefits, and housing.

(b) For the purpose of making grants under this section there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1973, and each succeeding fiscal year ending prior to October 1, 1983.

(c) In carrying out the program authorized by this section, the Commissioner shall consult with the Commissioner of the Administration on Aging for the purpose of coordinating, where practicable, the programs assisted under this section with the programs assisted under the Older Americans Act of 1965.

State Advisory Councils

Sec. 312. (a) Any State which receives assistance under this title may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been, appointed by the Governor or, in the case of a State in which members of the State board which governs the State education agency are elected (including election by the State legislature), by such board.

(b)(1) Such a State advisory council shall include as members persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the state educational agency or of local educational agencies of that State, persons who are or have received adult educational services, and persons who are representative of the general public.

(2) Such a State advisory council, in accordance with regulations prescribed by the Commissioner, shall—

(A) advise the State educational agency on the development of, and policy matters arising in, the administration of the State plan approved pursuant to section 306;

(B) advise with respect to long-range planning and studies to evaluate adult education programs, services, and activities assisted under this Act; and

(C) prepare and submit to the State educational agency, and to the National Advisory Council on Adult Education established pursuant to section 313, an annual report of its recommendations, accompanied by such additional comments of the State educational agency as that agency deems appropriate.

(c) Upon the appointment of any such advisory council, the appointing authority under subsection (a) of this section shall inform the Commissioner of the establishment of, and membership of, its State advisory council. The Commissioner shall, upon receiving such information, certify that each such council is in compliance with the membership requirements set forth in subsection (b)(1) of this section.

(d) Each such State advisory council shall meet within thirty days after certification has been accepted by the Commissioner under subsection (c) of this section and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the

State advisory council, except that such rules shall provide that each such council meet at least four times each year, including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

(e) Each such State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this section.

National Advisory Council on Adult Education

Sec. 313. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Commissioner and elect from its number a chairman. The Council will thereafter meet at the call of the chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1984.

(c) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of the Council with that of other related advisory councils.

Limitation

Sec. 314. No grant may be made under this title for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means in institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

Appropriations Authorized

Sec. 315. (a) Except as otherwise provided, there are authorized to be appropriated $210,000,000 for fiscal year 1979; $230,000,000 for fiscal year 1980; $250,000,000 for fiscal year 1981; $270,000,000 for fiscal year 1982; and $290,000,000 for fiscal year 1983 to carry out the provisions of this title.

(b) There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 per centum of the amount appropriated pursuant to subsection (a) for that year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title. The amount provided to a State under this subsection shall not be less than $50,000 for any fiscal year, except that such amount shall not be less than $25,000 in the case of Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands,and the Trust Territory of the Pacific Islands.

Improvement of Educational Opportunities for Adult Indians

Sec. 316. (a) The Commissioner shall carry out a program of making grants to State and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians—

(1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

(2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provisions of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible;

(3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals;

(4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion among Indians;

(5) to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

(b) The Commissioner is also authorized to make grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

(c) The Commissioner is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for—

(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof; and

(2) the evaluation of the effectiveness of federally assisted programs, in which Indian adults may participate in achieving the purposes of such programs with respect to such adults.

(d) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information and shall be consistent with such criteria, as may be established as requirements in regulations promulgated by the Commissioner. Such applications shall—

(1) set forth a statement describing the activities for which assistance is sought;

(2) provide for an evaluation of the effectiveness of the project in achieving its purposes and those of this section.

The Commissioner shall not approve an application for a grant under subsection (a) unless he is satisfied that such applications, and any documents submitted with respect thereto, indicate that there has been adequate participation by the individuals to be served and tribal communities in the planning and development of the project, and that there will be such a participation in the operation and evaluation of the project. In approving applications under subsection (a), the Commissioner shall give priority to applications from Indian educational agencies, organizations, and institutions.

(e) For the purpose of making grants under this section there are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1973, and $8,000,000 for each of the succeeding fiscal years ending prior to October 1, 1983.

Emergency Adult Education Program for Indochina Refugees

Sec. 317. (a) From the appropriations authorized for the period beginning July 1, 1976, and ending September 30, 1983, but not appropriated for other programs under this title, the Commissioner shall carry out a program of making grants to State and local education agencies for such years for the purpose of operating special adult education programs for Indochina refugees, as defined in section 3 of the Indochina Migration and Refugee Assistance Act of 1975. Such grants may be used for—

(1) programs of instructions of adult refugees in basic reading, mathematics, development and enhancement of necessary skills, and promotion of literacy among refugee adults, for the purpose of enabling them to become productive members of American society;

(2) administrative costs of planning and operating such programs of instruction;

(3) educational support services which meet the needs of adult refugees, including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 of under the Vocational Education Act of 1963.

(b) The Commissioner shall not approve an application for a grant under this section unless (1) in the case of an application by a local education agency, it has been reviewed by the respective State education agency which shall provide assurance to the Commissioner that, if approved by the Commissioner, the grant will not duplicate existing and available programs of adult education which meet the special needs of Indochina refugees, and (2) the application includes a plan acceptable to the Commissioner which provides reasonable assurances that adult refugees who are in need of a program are located in an area near that State or local education agency, and would participate in the program if available.

(c) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of sections 305 and 307(a), the Commissioner shall pay all the costs of applications approved by him under this section.

Adult Education Program for Adult Immigrants

Sec. 318. (a) The Commissioner is authorized to enter into grants and contracts with State and local education agencies and other public or private nonprofit agencies, organizations, or institutions to provide programs of adult education and adult basic education to immigrant adults in need of such services. Such grants and contracts may be used for—

(1) programs of instruction of adult immigrants in basic reading, mathematics, development and enhancement of necessary skills, and promotion of literacy among adult immigrants for the purpose of enabling them to become productive members of American society;

(2) administrative costs of planning and operating such programs of instruction;

(3) educational support services which meet the need of adult immigrants including but not limited to guidance and counseling with regard to educational, career, and employment opportunities; and

(4) special projects designed to operate in conjunction with existing Federal and non-Federal programs and activities to develop occupational and related skills for individuals, particularly programs authorized under the Comprehensive Employment and Training Act of 1973 or under the Vocational Education Act of 1963.

(b)(1) Any applicant for a grant or contract under this section shall first submit its application to the State educational agency. The State educational agency shall expeditiously review and make recommendations to the Commissioner regarding the quality of each such application, consistent with the purposes of section 306(b) (12) and (13) of this title. A copy of the recommendations made by the State educational agency shall be simultaneously submitted to the applicant.

(2) Any applicant which has submitted an application in accordance with paragraph (1) of this subsection, which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the Commissioner of such application.

(c) Applications for a grant or contract under this section shall be submitted at such time, in such manner, and contain such information as the Commissioner may reasonably require.

(d) Notwithstanding the provisions of sections 305 and 307(a), the Commissioner shall pay all the costs of applications approved by him under this section.

(e) Not less than 50 per centum of the funds appropriated under this section shall be used by the Commissioner to enter into contracts with private nonprofit agencies, organizations, and institutions.

(f) For the purposes of making grants and entering into contracts under this section, there is hereby authorized to be appropriated such sums as may be necessary for fiscal year 1979 and each of the four succeeding fiscal years.

Legislative History

P.L. 89–750, Nov. 3, 1966, Title III, 80 Stat. 1191;
P.L. 90–247, Jan. 2, 1968, Title V, 81 Stat. 815;
P.L. 90–576, Oct. 16, 1968, 81 Stat. 1095;
P.L. 91–230, April 13, 1970, Title III, 84 Stat. 159;
P.L. 91–600, Dec. 30, 1970, 84 Stat. 1669;
P.L. 92–318, June 23, 1972, 86 Stat. 342;
P.L. 93–29, May 3, 1973, 87 Stat. 59;
P.L. 93–380, Aug. 21, 1974, Title VI, Part A, 88 Stat. 576;
P.L. 94–405, Sept. 10, 1976, Title III;
P.L. 94–482, Oct. 12, 1976, Title III;
P.L. 95–112, Sept. 24, 1977, 91 Stat. 911; and
P.L. 95–561, Nov. 1, 1978, Title XIII, Part A.

STATE ADVISORY COUNCILS

ON ADULT EDUCATION

Federal Regulations on State Councils

The Federal regulations list requirements that must be met by a State Advisory Council on Adult Education before it is permitted to be supported by Federal funds.

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education

45 CFR Parts 166, 166a, 166b, 166c

Adult Education State-Administered Program and Commissioner's Discretionary Programs

AGENCY: Office of Education, HEW.

ACTION: Final Regulations.

Subpart C—State Advisory Councils

§ 166a.21 What are a State's responsibilities regarding State advisory councils?

(a) A State that recieves funds under section 304 of the Act may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council.

(b) A State advisory council that is funded solely from non-Federal sources that are not part of State or local matching funds is not required to comply with the requirements of §§166a.22 through 166a.27.

(Sec. 312(a); 20 U.S.C. 1210)

§ 166a.22 How is a State advisory council established?

A State advisory council shall be appointed by the Governor or, in the case of a State in which members of the State board that governs the State educational agency are elected (including election by the State legislature), by that board.

(Sec. 312(A); 20 U.S.C. 1210)

§ 166a.23 How is the membership of a State advisory council determined?

(a) The membership of a State advisory council shall include a significant proportion of women, the elderly, minorities, and the educationally disadvantaged in the State in order to reflect the diverse interests and needs of the adult population served by the Act.

(b) The membership of the council shall be organized to include—

(1) Persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the State educational agency or of local educational agencies of that State;

(2) Persons who are receiving or who have received adult education services; and

(3) Persons who are representative of the general public.

(Sec 312(b); 20 U.S.C. 1210)

§ 166a.24 How is the membership of a State advisory council certified?

(a) A State educational agency shall notify the Commissioner of the establishment of, and membership of, its State advisory council.

(1) The notification shall be attached to the State plan or be submitted at a subsequent time in cases where a State advisory council is established after the State plan has been approved.

(2) The notification shall include the name, education, experience, and current position of each person serving on the State advisory council and shall specify which interest under § 166a.23(b) each person represents.

(b) Upon receiving the notification, the Commissioner shall, as appropriate certify that the council membership is in compliance with the requirements set forth in the Act and in § 166a.23(b) of these regulations.

(Sec. 312(c); 20 U.S.C. 1210)

§ 166a.25 What are the functions and responsibilities of a State advisory council?

A State advisory council shall—

(a) Advise the State educational agency on the development and administration of the State plan approved under the Act and the regulations in this part;

(b) Advise the State educational agency on policy matters arising in the administration of the State plan approved under the Act and the regulations in this part;

(c) Advise the State educational agency with respect to long-range planning;

(d) Advise the State educational agency with respect to studies to evaluate adult education programs, services, and activities assisted under the Act; and

(e) Prepare and submit an annual report of its recommendatins to—

(1) The State educational agency; and

(2) The National Advisory Council on Adult Education, established under section 313 of the Act. A copy of any comments of the State educational agency, as that agency considers appropriate, shall be included with this report.

(Sec. 312(b); 20 U.S.C. 1210)

§ 166a.26 What are the requirements for State advisory council meetings?

(a) A State advisory council shall meet within 30 days after certification by the Commissioner and select from its membership a chairperson.

(b) A State advisory council shall meet at least four times each year.

(1) Except as provided in paragraph (a) of this section, the time, place and manner of subsequent meetings shall be provided by the rules of the State advisory council.

(2) At least one of the meetings each year shall be an open meeting, at which members of the public are given the opportunity to express views concerning adult education.

(Sec. 312(d); 20 U.S.C. 1210)

§ 166a.27 What costs are allowable?

(a) A State advisory council may obtain the services of professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions under the Act.

(b) Members of a State advisory council and its staff, while serving on the business of the council, may receive subsistence, travel allowances, and compensation in accordance with State law, regulations, and practices applicable to persons performing comparable duties and services.

(c) Costs incurred under paragraphs (a) and (b) of this section shall be included as part of the administrative expenditures reported by the State.

State Grants for Adult Education

A COMPARISON OF STATE GRANTS FOR ADULT EDUCATION IN FY 1975 AND FY 1981 AND THE MAXIMUM AMOUNT ALLOWED FOR ADMINISTRATION

The fact that State Advisory Councils on Adult Education that meet Federal requirements can utilize only Federal administration funds has been cited as an obstacle to the creation of state councils in the 1975 and in the 1980 survey.

Further, some respondents feel that the Federal maximum administrative allotment was not adequate without the added burden of funding an advisory council.

The table on state allotments lists the amount of Federal grants and the maximum administrative allowance for each state in FY 1975 and FY 1981.

STATE ALLOTMENTS FOR FISCAL YEARS 1975 AND 1981
MAXIMUM AMOUNTS ALLOWABLE FOR STATE ADMINISTRATION

STATE OR TERRITORY	STATE ALLOTMENTS		MAXIMUM AMOUNTS ALLOWABLE FOR STATE ADMINISTRATION	
	FY 1975	FY 1981	FY 1975	FY 1981
Total:	$67,500,000	$100,000,000	$3,214,285	$4,761,905*
Alabama	1,344,029	1,971,921	53,359	80,385
Alaska	190,545	240,062	35,000	50,000
Arizona	518,744	838,917	35,000	50,000
Arkansas	827,612	1,205,087	35,000	50,000
California	4,517,430	7,373,624	179,345	300,584
Colorado	601,541	905,585	35,000	50,000
Connecticut	951,493	1,401,245	37,775	57,121
Delaware	274,483	376,008	35,000	50,000
Florida	1,786,037	3,288,007	70,907	134,035
Georgia	1,570,391	2,556,582	62,345	104,218
Hawaii	312,647	412,502	35,000	50,000
Idaho	320,090	42[illegible]861	35,000	50,000
Illinois	3,529,037	5,00[illegible]381	140,105	204,226
Indiana	1,626,206	2,391,460	64,561	97,487
Iowa	951,736	1,236,604	37,784	50,410
Kansas	763,952	1,002,937	35,000	50,000
Kentucky	1,325,422	1,925,544	52,620	78,494
Louisiana	1,439,291	1,970,992	57,14[illegible]	80,347
Maine	447,145	572,721	35,000	50,000
Maryland	1,159,714	1,851,175	46,041	75,463
Massachusetts	1,706,542	2,375,093	67,751	96,820
Michigan	2,625,728	3,923,015	104,243	159,921
Minnesota	1,153,991	1,597,605	45,814	65,126
Mississippi	948,731	1,298,177	37,665	52,920
Missouri	1,674,712	2,358,650	66,487	96,150
Montana	325,781	414,875	35,000	50,000
Nebraska	542,844	714,209	35,000	50,000
Nevada	212,470	314,469	35,000	50,000
New Hampshire	330,025	441,113	35,000	50,000
New Jersey	2,209,212	3,347,912	87,707	136,477
New Mexico	402,261	552,390	35,000	50,000
New York	5,925,791	8,334,833	235,257	339,767
North Carolina	1,780,990	2,939,411	70,706	119,825
North Dakota	334,999	416,763	35,000	50,000
Ohio	3,248,160	4,731,080	128,954	192,861
Oklahoma	910,306	1,315,509	36,140	53,626
Oregon	650,442	955,909	35,000	50,000
Pennsylvania	4,105,003	5,620,657	162,971	229,124
Rhode Island	451,990	615,995	35,000	50,000
South Carolina	1,071,826	1,556,915	42,552	63,467
South Dakota	344,287	430,281	35,000	50,000
Tennessee	1,491,557	2,236,752	59,216	91,180
Texas	3,281,437	5,500,870	130,275	224,241
Utah	338,150	470,964	35,000	50,000
Vermont	257,409	323,823	35,000	50,000
Virginia	1,489,781	2,373,823	59,145	96,768
Washington	916,988	1,355,785	36,405	55,268
West Virginia	835,680	1,089,943	35,000	50,000
Wisconsin	1,381,265	1,950,556	54,837	79,514
Wyoming	222,750	268,193	35,000	50,000
Dist. of Columbia	374,932	478,054	35,000	50,000
Puerto Rico	1,037,200	1,743,661	41,177	71,080
American Samoa	79,863	139,265	35,000	25,000
Guam	139,762	244,720	35,000	25,000
No. Mariana Is.		73,172		25,000
Trust Territory	159,727	313,451	35,000	25,000
Virgin Islands	79,863	229,392	35,000	25,000

*Maximum allowable for State Administration on a nationwide basis = $4,761,905 (5 of 105 parts × $100,000,000). State Computations for FY's 1980 and 1981 based on $50,000 minimum for States and $25,000 for insular areas, or 4.0764% of State's allotment, whichever is greater.

STATE ADVISORY COUNCILS ON ADULT EDUCATION

APPENDIX

STATE OF ALABAMA

Rules of the Ad Hoc Committee on Adult Education

Purpose

The general nature of the purposes and objectives of this committee shall be:

A. To give leadership to the development of adult education in Alabama;
B. To promote the welfare and professional competence of teachers, supervisors, administrators, and others engaged in adult education;
C. To foster and develop the concept of learning as a life-long process;
D. To aid in interpreting to the public the problems, functions, needs, and progress of adult education; and
E. To initiate and support appropriate Federal and State legislation.

Duties

A. To advise the education agency on the development of, and policy matters arising in, the administration of the State Plan; and
B. To advise with respect to long-rang planning and studies to evaluate adult education programs, and activities under this Plan.

Appointment

The State Superintendent of Education will appoint a minimum of fifteen persons to serve on this committee.

Membership

A. Persons who, by reason of experience or training, are knowledgeable in the field of adult education;
B. Persons who are participating or have participated in adult education programs;
C. Persons who are representative of the general public; and
D. Persons representing all sections of the State will serve on this committee.

Meetings

This committee will meet biannually. Other meetings may be called when the chairperson or three-fourths of the committee members deem necessary. The time and place will be determined by the committee members.

Term of Office

Each committee member will serve for a four-year term or until replaced by the State Superintendent of Education.

Officers

At the first meeting in each fiscal year, the members shall elect from its membership a chairperson and vice-chairperson. The Coordinator of Adult Education shall serve as a nonvoting secretary. Committees may be appointed by the committee as they deem necessary to carry out this Plan.

Records

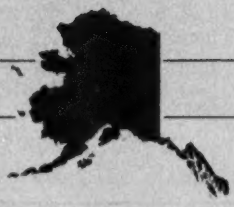
All records will be housed in the Coordinator of Adult Education's office.

Travel

Travel and per diem will be paid according to the State rate from State funds for members in carrying out their duties under this Plan.

Parliamentary Authority

Robert's Revised Rules of Order shall govern the conduct of the members of this committee. These rules shall be interpreted by a special committee on parliamentary procedures.

STATE OF  ALASKA

Excerpts from 1979 "Annual Report"

ADULT & CONTINUING EDUCATION/RIGHT TO READ ADVISORY BOARD

OVERVIEW

The 1979 report reflects the Board's recommendations in the six programs it covers:

Fire Service Training
Right to Read
Adult Vocational Education
Adult Basic Education
Community Education
Alaska Skill Center

Three meetings were held between July, 1978 and June, 1979. At each meeting, one program was selected to be the focal point of study and consideration. Recommendations by this Board for each program are attached for consideration as the body of this report.

Other tasks consistent with the purposes of the ACE/R2R Board related to the six programs were a review of the budget and legislation, formulation of a G.E.D. Regulation, finalization of ACE/R2R Board goals and objectives, identification of major issues to be considered in 1979–80 and review of education developments.

Recommendations concerning these tasks are attached.

FIRE SERVICE TRAINING

In the area of Fire Service Training, the Board recommends *the development of multiple resource delivery systems instead of direct delivery of services by the Department.* This new direction initiated by the Fire Service Training Program appears to be the most cost efficient and effective means of upgrading the actual level of competency among fire fighting personnel throughout the State.

The goal of this delivery system is to enable local and regional fire fighting units to deliver their own training by:

1. Using model programs developed and disseminated by Department personnel. These programs adopt national standards.
2. Creating a cadre of certified fire instructors from existing local personnel who can deliver instruction at various levels to local departments and regional centers.
3. Keeping local departments current in their accreditation efforts.
4. Expanding fire science programs throughout the community college system.

This system would provide for a high standard of on-going training at both entry levels through more sophisticated fire science programs.

RIGHT TO READ

The Board recommends *that the State Board of Education actively seek FY81 funding at the State level to support a full time Right to Read position with the Department of Education.* The position should be funded in order to address the areas initiated by the Right to Read Director in the past six years. Right to Read has been a federally funded project these six years with the intent that the State of Alaska would continue to support its efforts. In July 1980, the Right to Read federal grant expires.

Right to Read programs have focused particular attention on the area of State Leadership and Training, providing local administrators and reading specialists with such opportunities as training at the Regional Capacity Building Seminars. This project has also been coordinated with, and fed into, the Reading is Fundamental, Promising Practices, SPAN, Alaska Knowledge Base and SMERC Projects.

THE BOARD FEELS THAT THE RIGHT TO READ EFFORTS HAVE BEEN OF SUCH SIGNIFICANT PRACTICAL VALUE TO THE DEVELOPMENT OF READING PROGRAMS IN SCHOOLS AND SCHOOL SYSTEMS THAT IT SHOULD BE CONTINUED BY THE STATE and further that the RIGHT TO READ PROGRAM HAS ACTED IN CONJUNCTION WITH OTHER PROGRAM SUPPORT PROJECTS TO PROVIDE VALUABLE RESOURCES TO SCHOOLS.

It should also be noted that the Right to Read program is providing the kinds of resources and program support which will be a tremendous asset to emerging rural schools.

ADULT VOCATIONAL EDUCATION

The ACE/R2R Board recommends *that the State Board endorse the Adult Vocational Education projects in Articulation and Adult Career Development.*

These projects are designed to provide opportunities for adults in career exploration, career counseling, and extended vocational education opportunities to adults. The Articulation and Adult Career Development Projects are operating at very little expense to the state because, in most cases, they are organizing and using existing resources and federal funds.

The Articulation project seeks to organize the existing personnel in adult training (including Community College, A.B.E., high school counselors, and Department of Labor personnel) in such a way that these various agencies and systems are able to provide smoother movement of adults into appropriate vocational programs. It also encourages agencies to plan vocational curriculum development in a more articulated fashion so there is a smoother transition of adults from one program to another.

The Adult Career Development project hopes to provide for adult career exploration by using federal monies to pay for career counselors in community colleges who will work with all related agencies to provide in-depth career exploration for adults.

ADULT BASIC EDUCATION

The Board recommends *that the State Board promote the expansion of Adult Basic Education efforts to include:*

1. *Program expansion to all regions of the State;*
2. *Continued use and further development of Alaskan oriented GED by TV programs;*
3. *Development and implementation of an Alaskan-oriented ABE/GED by correspondence study program.*

The Adult Basic Education efforts in the State are still embryonic in comparison to the existing needs in both urban and rural parts of the State. Four regions of the State are not being served and, even in the served regions, less than one half of the villages have instructional programs.

In an effort to provide statewide instructional opportunities, the Department of Education has initiated instruction through GED by TV and ABE/GED by correspondence study. Although these two projects have greatly expanded the Department's ability to reach rural students, they also have severe limitations. The number of satellite TV receivers in rural Alaska is far below the number anticipated and, in many cases, GED by TV is being received in already operative sites.

ABE/GED by correspondence study currently serves 83 students. This is a heavy load for the one half time teacher involved. Additional funding is needed to expand this program.

COMMUNITY EDUCATION

The Advisory Board, after reviewing the Community Schools Act, Chapter 36, recommends:

(1) That coordination and cooperation among related programs be strengthened;
(2) That the State Board of Education support and promote the passage of a new Community Schools Act and adopt regulations at the earliest opportunity;
(3) That the language of this Act, rather than administrative regulations, encourage cooperation and coordination among the various agencies involved; and
(4) That the State Board of Education adopt regulations which would permit funding through different educational agencies but only allow one grant per LEA (geographical boundaries).

ALASKA SKILL CENTER

The Board recommends *that the State Board of Education endorse and support the Alaska Skill Center's efforts to provide quality technical training for adults.*

Statistics indicate that Skill Center graduates have advantages in the job market over non-Skill Center graduates. One reason for the Skill Center's excellent placement record is the fact that it keeps close ties with industry in order to determine which areas have the greatest need for skilled workers. Then the Skill Center adjusts course content and class size to reflect the current demand. For example, the past year has seen expansion in the fields of Oil Technology and Forestry Technology.

In addition, the Skill Center runs a number of short-term programs designed to upgrade the skills of employed individuals. Some of these programs serve rural Alaska (i.e. Rural Electronics, Rural Accounting, CDEC and Rural Cooks) while others benefit non-rural residents of the state (Driver's Education and Oil Training for Alyeska).

The Board feels that these efforts on the part of the Skill Center should be acknowledged and that funding be provided as necessary to ensure the continued operation of the Skill Center.

GED REGULATION

The Board recommends *that the State Board appoint a task force to review and evaluate the administration, management and impact of the new GED regulation by July 1980 and report its findings and recommendations to the State Board.* This task force should include, but not be limited to representatives from the Adult and Continuing Education/Right to Read Advisory Board, the State Board of Education, the Association of School Boards, the Association of Secondary School Administrators, the U.S. Military, the Department of Education, the Community Colleges, and Adult Basic Education personnel.

The new regulation made some significant changes in the requirements for a GED and set up some new processes to make the regulation more consistent. The regulation should be evaluated to determine whether it is indeed effective for the purposes of its formulation.

COMMUNICATION PROCESS

The Board recommends *that the communication process between the Adult and Continuing Education/Right to Read Advisory Board and the State Board of Education be improved as follows:*

The chairperson of the ACE/R2R Advisory Board will (1) transmit a summary of major concerns and recommendations to the president of the State Board of Education immediately following each advisory board meeting, (2) present a list of suggested activities for the succeeding year and (3) present an Annual Report with specific recommendations to the State Board of Education at the end of each fiscal year.

The State Board of Education can then communicate its approval or disapproval of advisory board activities and/or suggest alternative or additional tasks.

STATE OF CALIFORNIA

Adult Education Ad Hoc Advisory Committee Planning Process

STATEMENT OF PHILOSOPHY

WE BELIEVE THAT the individual is the most important element in society.

WE BELIEVE THAT the development of each person's potential is our highest ideal.

WE BELIEVE THAT an educated adult population is essential to the continuance of our society.

WE BELIEVE THAT the accelerated rate of societal change requires that adults have the opportunity to learn throughout their lives if they are to meet the challenges of living in a modern society.

WE BELIEVE THAT our society has the responsibility to provide a publicly-supported learning system which includes a focus on the educational needs of adults to assist them in achieving their fullest potential.

WE BELIEVE THAT adult education must actively encourage adults to take advantage of these educational opportunities so that the above ends can be achieved.

Many people beyond the compulsory school age seek help in learning effective ways not only to earn incomes but also to maintain households to meet the challenge of their changing circumstances and to share in neighborhood and civic responsibilities.

The adult schools draw upon many types of resources—professional as well as volunteer, rented as well as donated; adult schools are supported by taxes as well as fees. Certainly not all learning requires instruction. At every life stage, however, each adult should have available to him or her some kind of teaching-learning institution in which he or she feels comfortable.

The relevant measure of the effectiveness of a teaching institution is not the ability of those who enter or how much those who leave earn; the real measure of the institution's effectiveness is how much and how well each person who comes into contact with it learns. These learning gains must be determined for each person who comes to the institution seeking to learn; they should not be determined as an average for those who stay.

AND WE FURTHER BELIEVE THAT within California's system for helping people pursue their changing individual learning goals, there are manifold needs for one educational segment to specialize in non-collegiate subject matter. Adult schools provide an appropriate vehicle for these basic functions and implementation of these beliefs.

STATE OF GEORGIA

Excerpts from "FY1978 In Review"

ADULT EDUCATION ADVISORY COMMITTEE

EXECUTIVE PROCEDURE

. . . FROM Minutes of the State Board Meeting, September 13, 1973:

Duties and Responsibilities of the State Advisory Committee for Adult Basic Education Programs

Policies establishing State and Local advisory committees for Adult Basic Education were adopted by the State Board at the July 1973 meeting. A statement of the executive procedures outlining the duties and responsibilities of the Adult Basic Education Advisory Committee was furnished members of the Board for information purposes.

The Executive Procedures follow:

The State Advisory Committee will be composed of professional adult educators and lay citizens who will advise the State School Superintendent on matters of adult general education (adult basic and adult secondary). Committee reports will be submitted through the Office of Adult and Vocational Education.

1. In the establishment of broad curricula services for the adult student.
2. In developing criteria for the selection of professional personnel for the instructional program.
3. In identifying and interpreting the educational needs of adults.
4. In coordinating the total program of education and services to adult students.
5. In working with Community Action Programs.
6. In developing a total community approach by working with all agencies, public and private, who are currently working with the under-educated population in Georgia.
7. In publicizing and promoting the program.
8. In interpreting the goals and objectives of the program to the community to foster trust and confidence in the program on local level.

The Office of Adult and Vocational Education is delegated the responsibility of arranging meetings, providing staff support, and reporting to the State School Superintendent on committee recommendations.

CONCERNS DISCUSSED DURING THE YEAR

- Re-organization of the Office of Adult and Vocational Education
- Senate Bills 556 and 557, signed into law by the Governor
- Phase II Report of the Governor's Task Force on Education
- Competency-Based Adult Education

- Statement to the House Appropriations Committee on Adult Education Appropriations for FY 1979, compiled by the National Advisory Council on Adult Education, Dr. Gary A. Eyre, Executive Director.
- New Federal Legislation for Adult Education

REPORTS RECEIVED AND DISCUSSED

- A Profile—Looking at three years of Adult General Education in Georgia
- The TV IN-SERVICE Program for Adult Education Teachers—A FIRST
- Economic Impact Survey 1976,77,78-for GEORGIA
- Local Needs Assessment Projects, FY 78–79
- Final Report from the Battelle Laboratories on the Assessment of the Georgia Adult Education Program
- Data on Methods and Criteria Used to Distribute Federal Funds, compiled by the National Adult Education Council

REPORTS FROM 309 PROJECTS FY 77–78

ATLANTA—A Humanities Program for the Incarcerated
—Mr. Joe Fuller, Coordinator

CLARKE COUNTY—Enrichment Modules in the Areas of Visual Arts, Music and Literature for Use with ABE Students
—Mrs. Janie Rodgers, Coordinator

PIONEER CESA—Sharing the Arts of the Blue Ridge Mountains
—Mr. Lamar Gailey, Coordinator

DEKALB COUNTY—Project Fresh Start
—Mr. Mike Richardson, Coordinator

THE APPROVAL OF AN ADULT EDUCATION ADVISORY COMMITTEE

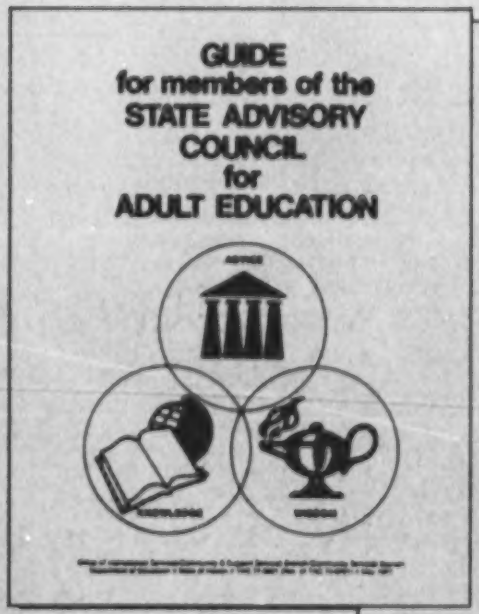
". . . the need for an Advisory Committee for Adult Basic Education was recognized in State Board Action on September 13, 1973, in the Executive Procedures accompanying approved policies for Adult Basic Education. On motion by Mrs. Smith, seconded by Mr. Stewart, the Committee of the Whole recommends the appointment of persons named on the listing attached to the official minutes of this meeting . . ."

Present State Staff:
Margaret L. Walker, Coordinator
Tommie C. Fuller, Consultant

STATE OF HAWAII

Excerpts from the "Guide for Members"

STATE ADVISORY COUNCIL FOR ADULT EDUCATION


GUIDE
for members of the
STATE ADVISORY
COUNCIL
for
ADULT EDUCATION

FOREWORD

This is a revision of the Guide for Members of the State Advisory Council for Adult Education, last amended in January, 1975.

The purpose of this guide is to provide, for members of the Council, Department of Education personnel, and other interested persons, a brief compendium of the legal authorizations, Department policies, and other relevant documents which have been established to govern the Council's organization and activities.

Inasmuch as the Department of Education is required by law to establish and regulate a program of adult education, and to appoint an advisory council for the program, it is hoped that this revised guide will be of use and value to all concerned with the implementation of these requirements.

Requests for more information about the guide, or the program, may be sent to the Administrator, Community Services Section, Community & Support Services Branch, Office of Instructional Services.

Charles G. Clark
Superintendent

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I. LEGAL AUTHORITY

The Law Establishing Adult Education in Hawaii*

SECTION 301-1 Adult Education Authorized. To provide increased opportunity for the people of Hawaii, the Department of Education shall establish and regulate a program of adult education of less than college grade to be conducted, wherever feasible, in public school buildings and use public school equipment, under conditions determined by the department, when such equipment is needed. (L 1945, c 108, S. 1; RL 1955, S 43-1; am L 1965, c 175, s. 3)

SECTION 301-2 Scope of Adult Education Courses Offered. As rapidly as facilities are available and interest is developed, courses shall be initiated in the following fields:

(1) Basic elementary education. A foundation program in reading and speaking English, writing, and arithmetic for persons with no schooling or only primary grade training;

(2) Advanced elementary education. A program in advanced elementary education for those persons who have completed four to eight years of schooling and who desire to obtain more complete mastery of the fundamentals;

*HAWAII REVISED STATUTES, 1968, Vol. 4, Chapter 301, p. 189.

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(3) Secondary education. A program of secondary education for those adults who, in youth, left school or for some reason had their education curtailed and who now desire to continue their education;

(4) Homemaking and parent education. A program in homemaking and parent education for all those parents and other adults who desire training in family life, including child care, nursing, budgeting, and other instruction basic to homemaking;

(5) Civic training. A program of understanding and enlightenment in civic duties, responsibilities, and obligations for all persons who desire to keep pace with today's community, national, and world developments and who realize the necessity of continuing study for the adequate fulfillment of their civic functions;

(6) Naturalization training. The standard course of training provided by the United States Immigration and Naturalization Service which shall be provided to all those who have filed applications for United States citizenship and desire to enroll in such a course under the supervision of the adult education division;

(7) Cultural opportunities. A program of adult education that will meet the interests and desires of those people who wish to enrich and to broaden their cultural, recreational and social interests. (L 1945, c 108, S 2; am L 1953, c 130, S. 1 (a); RL 1955, S. 43-2)

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SECTION 301-3 Advisory Council for Adult Education. The Department of Education shall appoint an advisory council for adult education composed of fifteen or more representatives of industry, labor, civic organizations, and education. Appointments shall be for a term of two years with reappointments optional but not to exceed a total of six years on the advisory council. (L 1945, c 108, s. 3; am L 1953, c 130, S. 1 (b); RL 1955, S 43-3; am L 1965, c 175, S. 3)

SECTION 301-4 Financing Adult Education Program. The financial support for this program shall be in part from fees collected from students enrolled, and in part out of public funds appropriated for this purpose. Fees shall be set in accordance with the recommendations of the advisory council, and may be collected from students regularly enrolled; provided, that:

(1) Adults registered with the Department of Labor and Industrial Relations and unemployed shall be granted free enrollment in such courses as will tend to assist in securing employment;

(2) Adults certified by the Department of Social Services as indigent may be enrolled on a nonfee basis in classes that will tend to assist such persons in becoming self-sustaining;

(3) Discharged veterans who are entitled to federal educational assistance shall be enrolled upon authorization of the veterans administration and fees shall be charged against federal funds in accordance with veterans administration contract regulations;

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(4) Administrative and supervisory costs, costs of instruction, and all other necessary expenses not covered by fees and other authorized charges shall be paid for out of funds appropriated for this purpose. (L 1945, c 108, S. 4; am L 1953, c 130, S. 1 (c); RL 1955, S. 43-4; am L Sp 1959 2d, c 1, SS. 20, 27)

II. DOE CODE POLICIES AND REGULATIONS

A. Establishment of Adult Education Advisory Council (School Code Policy, No. 1200-11)

"There shall be an adult education advisory council to advise the board on matters concerning adult education."

B. Membership of Adult Education Advisory Council (School Code Regulation, No. 1200-12)

1. "The adult education advisory council shall consist of fifteen or more representatives of industry, labor, civic organizations and education.

2. "The council shall submit names of prospective members, as well as requests of reappointments, to the board. Priority shall be given to persons serving local adult education advisory committees.

3. "Membership shall be balanced in representation in relation to population by counties, each county having at least one member on the council.

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4. "Appointments shall be for a term of two years with reappointments optional but not to exceed a total of six years."

III. COUNCIL RESPONSIBILITIES AND ACTIVITIES*

A. General Responsibilities

As the State Adult Education Advisory Council perceives its role, its primary responsibilities are to provide advisory service to the State Board of Education in determining types of Department of Education adult education programs needed in the community and to advise the Board on general policies to meet such needs. Accordingly, the major business affairs of the Council would include the following:

1. To act on items:
   a. Referred by the Board to the Advisory Council.
   b. Assumed by the Council to be important to an effective program of adult education.
2. To review and evaluate adult education needs and activities in the State by such means as:

* Approved by Adult Education Advisory Council, April 26, 1968.

   a. The study of reports.
   b. Visits to facilities.
   c. Liaison with local Adult Education Advisory Committees and other interested community groups.
   d. To seek advice and counsel from experts in the field of adult education.
3. To keep the Board informed of its activities and to make such reports and recommendations as the Council deems appropriate.

B. Legal Responsibilities

Section 301-3 provides that the Department "shall appoint an advisory council for adult education composed of fifteen or more representatives of industry, labor, civic organizations and education...."

Section 301-4 provides that "The financial support for this program shall be in part from fees collected from students enrolled, and in part out of public funds appropriated for this purpose. Fees shall be set in accordance with the recommendations of the advisory council...."

IV. COUNCIL ORGANIZATION AND BYLAWS

A. Composition

The membership of the Advisory Council for Adult Education shall consist of "fifteen or more representatives of industry, labor, civic organizations and education." It shall be understood that "representatives of industry, labor, civic organizations and education" shall be interpreted to mean a cross section of the interests in the State. The counties of Hawaii, Maui, and Kauai shall each be represented by at least one member on the Council.

The Administrator of the Community Services Section of the Department of Education will be an ex-officio member of the Council.

B. Term and Appointment

The chairman of the Advisory Council, upon receipt of recommendations from the Membership Committee shall, in turn, recommend to the Board of Education names of persons for consideration for appointment and reappointment to the Advisory Council. It shall be the policy of the Advisory Council that members shall be ineligible for reappointment after two consecutive reappointments. Such persons may be again appointed after a lapse of one year.

Members of the Advisory Council shall be appointed by the School Board for a term of two years. At no time shall it be deemed desirable for a turnover in membership to exceed 50%.

C. Responsibilities

Members of the Advisory Council are expected to carry out the normal duties of a Council member, such as attendance at a majority of regular Council meetings, and service on a standing or special committee. In the event of hardship in carrying out these responsibilities, the member may, at his request, be allowed to resign or upon recommendation of the Council be dropped by the Board upon due notification.

D. Vacancies

Vacancies in the membership of the Advisory Council occurring through resignations, death or other cause shall be filled each year between June 1 and September 1.

E. Officers

The officers of the Advisory Council shall consist of the chairman and vice-chairman. Both the chairman and vice-chairman shall be elected from appointed members of the Advisory Council.

The term of office shall be from September to September with the election of officers occurring at the last meeting prior to July 1st.

F. Committees

1. Makeup

The Advisory Council shall have at least two standing committees and as many special committees as deemed necessary to discharge its responsibilities.

The membership of special committees need not be limited to the duly-appointed membership of the Advisory Council.

2. Chairman

The chairman of the Advisory Council shall appoint all chairmen of standing and special committees and they shall be duly-appointed members of the Advisory Council.

3. Committee Secretariat

The staff of the Community Services Section of the Department of Education will assist the committees of the Advisory Council and where practical shall serve as a committee recorder.

4. Meetings

The Executive Committee shall meet quarterly or more often, at the discretion and call of the chairman. Meetings of other committees shall be called at the discretion of the respective chairmen.

5. Reports

Reports from the chairmen of committees shall be presented upon the request of the Executive Committee. Report of business at all Executive Committee meetings shall be forwarded to the membership of the Advisory Council.

6. Standing Committees

a. The following Standing Committees shall be established:

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(1) Executive Committee. This committee shall include the officers of the Advisory Council and the chairmen of standing committees and other members of the Council as the chairman may designate. The chairman of the Advisory Council shall serve as the chairman of this committee. It shall be the function of this committee to review and coordinate matters needing Advisory Council action.

(2) Membership Committee shall give attention to such matters as: membership nominations to the Advisory Council, evaluation of Council membership, and work with the chairman on the assignment of Advisory Council members to committees, and is responsible for the major recruitment of new members.

b. Additional standing committees shall be established when deemed advisable and approved by majority action of the Council.

7. Special Committees

a. Special committees may be established as needs arise and they shall exist until dissolved by the chairman of the Council.

b. All special committees will be dissolved automatically upon the completion of the Council's operating year.

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6. Meetings of the Advisory Council

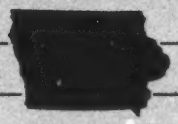
The Advisory Council shall meet quarterly with the first meeting of the year being held in September. Special meetings of the Advisory Council shall be held on call by the chairman or, in his absence, the vice-chairman.

Eight members shall constitute a quorum for the transaction of business.

Meetings of the Advisory Council shall be open to the staff of the Community Services Section of the Department of Education, to representatives of agencies offering programs in the adult education field, and other interested persons.

It shall be within the functioning of the Advisory Council to determine and recommend to the School Board the scope and emphasis of the adult education program, to evaluate periodically the program of the Community Services Section in relation to changing standards and growth of knowledge in the field, and to recommend student fees in accordance with Section 4, Act 130 of Session Laws of Hawaii, 1965.

11

STATE OF  IOWA

Excerpts from the 1979 "Annual Report"

STATE ADVISORY COUNCIL FOR ADULT EDUCATION IN IOWA

Robert D. Benton, Superintendent
Iowa State Department of Public Instruction
Jolly Ann Davidson, President
Iowa State Board of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Dear Dr. Benton and Ms. Davidson:

It is with pleasure that I submit to you the *Annual Report* of the State Advisory Council for Adult Education in Iowa for July 1978 - June 1979.

This report reviews the objectives and significant activities of the council. During the year, the council made many new friends and shared ideas and purposes of adult education. From a solid knowledge base, the council took actions to improve and further adult education in Iowa.

This report reflects the investment of time and talent of council members who serve willingly without compensation except for travel, meal, and lodging expenses as determined by the Department of Public Instruction.

It has been a distinct honor and privilege for me to serve my state as chair for the council. Each member has my full gratitude for the encouragement, interest, support, and total commitment to the council activities while I served as chair. It has been an unforgettable pleasure.

R. E. McIntyre,
Chair

Background

This is the fifth annual report of the State Advisory Council for Adult Education in Iowa. As outlined in the overall objectives for the council, our responsibilities clearly focus on the needs and possibilities for statewide adult education programs and on developing a positive image of adult education in the state of Iowa. To advise on these matters requires a familiarity with programs presently being offered, a knowledge of the learning-needs of Iowa adults, and a cooperative working relationship with the staff of the Adult Education Section of the Department of Public Instruction (DPI). The activities of the Iowa Council in 1978-1979, were designed to respond to these responsibilities, as well as to formulate recommendations regarding appropriate directions for adult education.

Goals

- To assist the adult education staff of the DPI in developing a positive image of adult education as related to all aspects of the adult population of our state
- To advise the DPI staff on the needs and possibilities of adult education programs in the state
- To advise and assist the staff in cooperating with various agencies and interest groups in serving the needs of their particular organizations
- To encourage and direct the staff to collect and disseminate information concerning adult education
- To advise and assist the adult education personnel of the state in the evaluation of programs
- To serve as a sounding board for the state adult education staff regarding any proposed project and/or program.

1

Activities

Toward meeting the goals, the council initiated or continued the following activities:

- Participated in community activities by appearing before public and private groups to discuss adult continuing education; by meeting, at the merged area school, with the adult education director; and by attending adult high school graduation exercises
- Established continuing communication regarding adult continuing education problems and issues with the president of the State Board of Public Instruction
- Developed and forwarded to the State Board of Public Instruction a position paper concerned with the purpose, intent, goals, and coordination of efforts within adult and continuing education
- Originated and coordinated with the merged area school adult basic education coordinators a comprehensive evaluation system for the Adult Basic Education program of each school
- Became active members of the Area School Participatory Planning Committee
- Attended and participated in the 1978 Iowa Association for Lifelong Learning Conference
- Met with key Iowa educational leaders, local advisory council members, and the DPI staff to become better informed on and to promote adult and continuing education.

2

3

Recommendations

The State Advisory Council for Adult Education in Iowa recognizes a need for better coordination and cooperation among the various institutions and agencies who provide the delivery system of continuing education to the citizens of Iowa. The council believes that the needs of the non-traditional learner could be more nearly met if a more coordinated approach to continuing education in Iowa became a reality. The State of Iowa has a multi-faceted approach to the problem of providing adequate, worthwhile educational programs to meet the needs of the people of the state. Since many different interests exist, this diverse approach seems the most appropriate way to meet the citizens' educational demands. From the council's vantage point it appears time to move towards a more coordinated educational effort--an effort that is more clearly defined as to purpose, intent, and goals. Administration of the overall program seems to be spread out in many directions. This council feels that the overall administrative and coordinated effort could be more clearly and assertively handled.

In Iowa there are numerous agencies dealing directly with continuing educational demands, and many more that are indirectly involved. These agencies have elected boards, citizen advisory councils, and other forms of grassroots involvement. Each works independently and in many cases they are in competition for funding, enrollment, and providing services. A more coordinated effort would make the delivery system more efficient and responsive.

The council requests your consideration of the expressed concern so that we may further discuss and clarify the issues involved.

4

Conclusions

Adult education in our country is becoming more significant each year as the demand for a better quality of life for all citizens increases. With an emphasis on life-coping skills, adult education not only offers maintenance and improvement of a way of life, but for many it is the only entry to the mainstream of our society. With the increasing importance of adult education in our country, the Iowa State Advisory Council views its charge from the DPI to advise the state educational agency on long-range plans involving adult education programs, services, and activities as a serious and challenging assignment.

Council members have been selected not only for their demonstrated energetic concern for the people of our state, but also for the ability to reflect the diverse interests and needs of the general public effected by and requiring the services offered by adult education programs. These people serve without compensation except for travel, meals, and lodging expenses determined by the DPI. Many members are voluntarily involved in advancing the adult education commitment in their own communities, thus creating more evidence of their dedication and concern.

The council is pleased to recognize the excellent support given selflessly by the professional staff and secretarial service for Adult Education Section of the DPI. We have enjoyed an independence of thought and action in a truly creative partnership with them in all joint efforts related to adult education.

The council searches for and welcomes any opportunity to discuss with Iowa citizens their views of adult education, its purpose, intent, or administration. Through its representation of the adults of Iowa, the council pledges conscientious effort to assist in the continued development of adult education programs and services to meet their needs.

Respectfully submitted,

Ron McIntyre, Chair

Ken Although, Secretary

STATE OF LOUISIANA

Excerpt from Louisiana State Plan

State Adult Education Advisory Council

Purpose

Unless contrary to federal or state law, the Louisiana Adult Education Advisory Council shall be established and governed by the rules and procedures for all standing advisory councils of the State Board of Elementary and Secondary Education. These rules and procedures were adopted as policy and apply to all advisory councils appointed by the Board.

The Louisiana Adult Education Advisory Council shall function in an advisory capacity to the State Board of Elementary and Secondary Education, and it shall make recommendations, suggestions, and indicate to the Board areas of need for improvement, change, and progress.

Membership

Composition

Unless otherwise provided by law, each standing or permanent Advisory Council of the Board shall be created by Board policy. The policy shall determine the size of the Council membership, the number of persons to be appointed by each Board member, and the persons, organizations, affiliations or interest groups to be represented on the Council.

Unless required by law, no member of the Board shall be a member of an Advisory Council.

Representation shall be drawn from different areas of the state and should include persons knowledgeable in the field of adult education, persons who have received adult education services, persons representative of urban and rural population, persons representing the elderly, persons representing agencies, institutions, or organizations providing adult education services to the educationally disadvantaged, persons representing adults of limited English-speaking ability.

Term of Appointment

Members appointed to Standing Advisory Councils shall serve two-year overlapping terms. All appointments are subject to ratification by the Board. Removals, however, are not subject to Board ratification, and a Council member may be removed without cause by the Board member making the appointment.

Beginning with 1979 persons appointed to and serving on Advisory Councils shall begin to serve two-year staggered terms. To this effect, all Council appointments in existence as of January 1, 1979, shall be made or reaffirmed by June 30, 1979. At that time one-half of the membership appointed to each Council shall serve one-year terms, terminating June 30, 1980; one-half of the appointed membership shall serve two-year terms, terminating June 30, 1981. Thereafter, all members appointed to Advisory Councils shall serve two-year overlapping terms. To initiate the staggered terms, Board members

shall draw lots to determine which appointees shall serve one-year terms if each Board member has only one appointee. If each Board member has two or more appointees, then the Board member shall designate which appointees will serve one or two years.

A vacancy in an appointed position shall occur if an appointee, for any reason, fails to serve the full extent of his two-year term. Appointments to fill vacancies shall be considered interim appointments, and such appointments shall be for the unexpired portion of the original two-year term. Interim appointments to fill vacancies shall be ratified by the Board.

Should the term of any Board member terminate for any reason, appointments by the member to Advisory Councils shall also terminate; the new Board member shall then fill vacancies for any unexpired term and, thereafter, shall make appointments on a regularly scheduled basis.

Meetings

Each Standing Advisory Council shall meet whenever necessary in order to consider referrals from the Board. Special meetings shall be on call of the Board, and emergency meetings may be called at the discretion of the Staff Director.

When possible, regular meeting dates shall be standardized and shall be determined by the Chairperson of the Council in consultation with the Staff Director. In January and June of each year the Chairperson of each Council shall present to the Director a tentative schedule of meeting dates for the ensuing six months; the Director shall give final approval to the schedule and shall approve all subsequent amendments. When meeting dates cannot be regularly scheduled, the Chairperson of each Council shall set each meeting date in consultation with the Staff Director.

Special meetings shall be held at such times as are named in the Board calls. The Staff Director shall set the dates and times of emergency meetings.

Notice of Council meetings shall be mailed to Council members by the Board staff at least 10 days in advance of a meeting. Minutes of each Council meeting shall be mailed to Council members within two weeks of the meeting of the Council.

Officers

Each Advisory Council shall select from among its membership a Chairperson and a Vice-Chairperson. Elections shall be annually and the councils shall report election results to the Board. This includes the Title IV Advisory Council which shall take a straw vote to select a chairperson and report the results to the Board.

A maximum of six (6) meetings of the State Adult Education Advisory Council may be called during the fiscal year.

Reimbursement for Attendance

All members of the Advisory Councils, including salaried public employees, shall be entitled to reimbursement for actual travel expenses and may submit requests for reimbursement for such expenses in accordance with the regulations promulgated by the State Commissioner of Administration.

The Board will abide by the rules set forth by the State Ethics Commission which allows salaried public employees to receive per diem payments as long as they are on annual leave.

All expenditures of the Louisiana State Advisory Council shall be provided for by state funds and no federal funds shall be utilized to support the activities of the Council.

Proxies

Any person serving on an Advisory Council who cannot attend a given meeting may appoint a person to attend as his proxy. No proxy shall have voting privileges. Any Council member who is absent from regular meetings for three consecutive times may not be represented by proxy.

For a proxy to receive reimbursement for travel expenses, he must have a letter from the Chairman of the Council to the Board's Staff

Director stating that the person was granted permission by the Council membership to serve in that capacity at a given meeting.

Quorum

The quorum for each Advisory Council shall be a majority of the total appointed membership, and no business can be conducted without a quorum. In counting the membership needed for a quorum, proxies may be counted.

Procedures; Reports

In all particulars, except for those listed in these Rules and Procedures, the business in Advisory Councils shall be conducted according to Robert's Rules of Order, and in particular with *Procedure in Small Boards*, Rule 48.

Every motion passed by an Advisory Council whether or not made as a recommendation to the Board, shall be made as a main motion and must be seconded. All motions must be voted on with a show of hands, and roll call votes may be requested by any of the memberships in attendance at a meeting.

Each Advisory Council shall present reports of its meetings to the Board. If a report contains a substantive recommendation for Board action, the Chairperson or a designee of the Department or Board Staff shall be present at the Board meeting to present the report.

At the discretion of the Board, Advisory Council reports may be referred to Standing Committees of the Board for further review and public hearing. Any such report so referred to a Committee shall be returned to the Board with a recommendation from the Committee for final Board action.

Functions

In general, the function of an Advisory Council is to advise the Board in the discharge of its policy-making supervisory control and budgetary duties and responsibilities. Advisory Councils shall deal exclusively with matters referred to them by the Boards. The Director shall transmit the reports to the Board as recommended by the Council.

Specific functions of Advisory Councils are determined by the creating policy.

Funding

The State Adult Education Advisory Council will be funded with state funds (Act 43).

STATE OF MICHIGAN

Adult Extended Learning Advisory Council

ROLE AND RESPONSIBILITY

The effectiveness of any agency-advisory council has as its prerequisite a clear statement of the roles and responsibilities of each body. In order to prevent dysfunction and to most efficiently utilize the capacity of both the Adult Extended Learning roles and the advisory council:

1. The Council will function in an advisory or consultative manner only.
2. Inputs provided to Adult and Continuing Education Services from the council will be considered in the light of:

   a. policy and/or mandates of the legislature, State Board of Education, and State Superintendent, or

   b. best professional judgment of Adult Extended Learning staff.
3. The council will keep professional educators and other interested people informed of its progress and efforts as they relate to the tasks of Adult Extended Learning Services.
4. The council will assist in continuously evaluating adult extended learning programs in a manner consistent with the changing education needs in Michigan.
5. The council will suggest and support needed local, state, and national action to assure adequate delivery of adult education services.
6. The council will advise the Board for the implementation of the federally financed community services projects under Title I–A, HEA and the Special Projects under the Adult Education Act.

BYLAWS

MEMBERSHIP

Membership in this Council shall consist of two categories; regular and alternate.

The State Advisory Council shall include as members:

(a) persons who, by reason of experience or training are knowledgeable in the field of adult education;
(b) persons from educational agencies;
(c) persons who are nominees of educational organizations;
(d) persons who are or have received adult educational services; and
(e) persons who are representative of the general public.

REGULAR MEMBERS are those persons who have been appointed by the Michigan State Board of Education, and serve for a period of one year. Members may be reappointed by the State Board of Education.

ALTERNATE MEMBERS of this Council may represent an appointed member when the appointed member cannot attend. The alternate

will act in the capacity of a regular member *with full voting privileges.*

VACANCIES on the Council resulting from resignation, death, etc. should be filled by the following procedure:

(a) If a member leaving the Council was a nominee of an organization, new nominees should come from that same organization.
(b) In the case of a citizen at large leaving the Council, the remaining members may propose a replacement, and
(c) The nominees names will be submitted to the State Board of Education for approval with the understanding that any Board member may make additional nominations.

TERM OF OFFICE

The term of office is that period of time specified by the Michigan State Board of Education at the time of the appointment.

OFFICERS

(a) The officers of the Council shall be a chairperson, vice-chairperson, and a parliamentarian.
(b) All officers shall be regular members of the Council.
(c) Officers will be elected by a majority vote of the members present, at the first or second meeting of the Council following the State Board's appointments for that year.
(d) A nominating committee will be appointed by the chairperson, with the approval of the membership, to present a list of candidates for the offices. Additional nominations will be accepted from the members present at the annual reorganization meeting.
(e) Terms of office not to exceed two (2) years.

MEETINGS

All Council meetings are open to the public.

REGULAR MEETINGS will be held at least six (6) times a year and the regular meetings of the Council will be held on a date and time agreed to by the membership at its annual reorganization meeting.

SPECIAL MEETINGS may be called by the chairperson or the Director of Adult Extended Learning Services. At least 10 days notice of such meetings shall be sent to each Council member. In the event that the time stipulation cannot be met, the chairperson must use discretion.

AGENDAS

Agenda's will be established jointly by the Service Area Director and the chairperson.

QUORUM

A quorum shall consist of those members present and voting at a regular monthly meeting of the Council. At special meetings, a quorum shall consist of not less than one-third of the Council.

STANDING COMMITTEES

(a) Adult Basic Education (High School Completion, GED Preparation, and Community Schools, etc.)
(b) Adult Vocational (Manpower, Apprenticeship, Veterans)
(c) Continuing Education (Lifelong Learning, Title I–A, HEA, and Corrections Education)
(d) Rules (procedures for operation of Council, including specific role statement)
(e) Coordinating
(f) Alternative Futures

COORDINATING COMMITTEE shall be comprised of the chairperson, vice-chairperson of the Council, and the chairperson or vice-chairperson of the Standing Committees.

AD HOC COMMITTEES will be appointed by the chairperson as needed.

RULES OF PROCEDURES

All matters of procedure not covered by these BYLAWS shall be governed by "Roberts Rules of Order" by Henry M. Roberts and/or Hall's and Sturgis' book on Parliamentary Procedures.

AMENDMENTS

The BYLAWS may be amended by two-thirds vote of members present at any meeting. Members must be given the language of the proposed amendments at least thirty (30) days in advance of a vote.

STATE OF MINNESOTA

Excerpt from Minnesota State Plan Concerning Citizen Participation

Lay Citizen Participation

Authority: Adult Education Act:

Strategies For Outreach Activities.

a. Strategies for FY 1979

1. Establish nine Citizen Participatory groups. One in each of the E.C.S.U. (Educational Cooperative Service Units).
   (a) Representatives of business and industry, labor unions, public and private education agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult population, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education, will be provided an opportunity to suggest persons, or volunteer themselves, for selection by the Department of Education to meet with one of the nine Participatory Groups.
   (b) In order to insure the broadest possible representation from the groups listed, and, at the same time keep the group at a workable size, of about 20 each. The actual selection of persons to meet with the groups will be made by the Department of Education.
   (c) Persons whose names are suggested and who are invited to meet with one of the groups will also be given the option of not meeting with a group but to receive information by mail and to have an opportunity to be involved by responding in writing.
2. Each Participatory Group will meet a minimum of two times during Fiscal Year 1979 to:
   (a) develop an operating plan for the group;
   (b) select a chairperson;
   (c) discuss the Adult Education Act;
   (d) discuss the federal regulation for the Act;
   (e) discuss the process for developing a State Plan; and
   (f) formulate recommendations for developing, implementing, and carrying out the State Plan.
3. Nine Participatory Groups or representatives of each group will meet in joint sessions two times each year to formulate recommendations for implementing, carrying out and/or amending the State Plan for the Minnesota Adult Education Program.

Recommendation made by joint meetings of the Participatory Groups will be communicated to the Department of Education for consideration.

4. Establish a comprehensive mailing list of persons who represent agencies, institutions and organizations which have resources that could be used to expand the delivery system through cooperative programming.

NOTE

LAY CITIZEN PARTICIPATION

At this time organization of the lay participatory group is proceeding on schedule. Requests for suggestions about persons to be a part of each of the nine groups have been mailed out and over 600 suggestions have been received in this Office. Meetings are being held with each of the Education Service Unit Directors and within the Department of Education to select the members. The group will not be active in time to be involved in developing the State Plan. However, individuals that represent each group are being contacted on a one-to-one basis and meetings are being held for local Adult Basic Education program directors and staff to involve them in developing the Plan. It should be noted that many of the important decisions related to this State Plan will be made only after the lay participatory groups are active and have had an opportunity to be involved in a meaningful way. This is evidence of a commitment on the part of the Department of Education to implement the Adult Education Act with significant and meaningful involvement of lay citizens in all phases of developing, implementing, and operating this program.

b. Strategies for FY 1980

1. Each of the nine participatory groups will meet each year during August and November.
   (a) at each meeting provide inservice training which will include but not be limited to:
      (1) program evaluation;
      (2) needs assessment data;
      (3) changes in Federal or State laws, or rules and regulations that may effect the program; and
      (4) develop recommendations to suggest at the joint meeting.
2. There will be a joint meeting of all nine participatory groups or representatives from each group, not more than 40 days after the last meeting with the nine participatory groups to consider suggestions for recommendations from each of the nine participatory groups.

c. Strategies for FY 1981 will be developed and added by addendum.

d. Strategies for FY 1982 will be developed and added by addendum.

Responsibilities of the State Department of Education.

a. Establish the meeting schedule for the first meetings of the nine participatory groups.
b. Provide a chairperson for each of the nine participatory groups during the organizational period. A chairperson will be selected from the group no later than the second meeting.
c. Provide meaningful inservice training for each of the nine participatory groups on a continuing basis.
d. The Supervisor of the Adult Basic Education program will serve as the communication link between the State Department of Education and the participatory groups.
e. Provide for necessary support, such as but not limited to:
   1. disseminating information selected by the participatory groups;
   2. disseminating information selected by the State Department of Education; and
   3. disseminating information selected by the U.S.O.E.

Responsibilities of the Participatory Groups.

a. Develop recommendations in all or any areas related to developing, amending, implementation and carrying out of the State Plan.

STATE OF NEW JERSEY

Excerpts from the "Fifth Annual Report"

NEW JERSEY ADULT EDUCATION ADVISORY COUNCIL

Fifth Annual Report
New Jersey Advisory Council
For Adult, Continuing,
Community Education

December 1979

New Jersey State Department of Education

FIFTH ANNUAL REPORT

NEW JERSEY ADVISORY COUNCIL
FOR
ADULT, CONTINUING, COMMUNITY EDUCATION

Presented to

Fred G. Burke
Commissioner of Education

Prepared under the direction of
Bureau of Adult, Continuing, Community Education
Division of School Programs
Catherine Havrilesky
Assistant Commissioner

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

December, 1979

FOREWORD

This Fifth Annual Report is intended to give an overview of the Adult, Continuing, Community Education Program in New Jersey. We believe that you should be very proud of what has happened in this state.

This report will reveal that it is one of the finest programs in the nation and has become a model not only for other states, but other countries as well. The recommendations contained herein are made to improve the program so that it may continue to be emulated across the country.

In a report issued September 8, 1979, entitled, "Adult Illiteracy in the United States: A Report to the Ford Foundation," it was pointed out that two million adult Americans never attended any school, 14 million more never finished the fifth grade, 10 million others dropped out between the fifth grade and the eighth grade and 30 million dropped out of high school, making a total of 56 million adults without diplomas.

The members of the Council join me in submitting this report to you and are ready to work with you in accepting future challenges of Adult, Continuing, Community Education. We have developed and we have learned and that is what education is all about.

Lois E. Marshall

Lois E. Marshall, Chairperson

INTRODUCTION

It is estimated that 32 million adults annually take part in some form of educational program designed exclusively for adults. The passage of the World War II "baby boom" populations into adulthood and declining birth rates have resulted in an increase in the average age of Americans. It is projected that by the turn of the century, the median age in this country will be 34.8 years. Consequently, there is a rapid growth in education at the adult level in the United States (12%) as compared to the growth rate at the pre-college level (3%).

More important than the upward movement of the median age range is the growing realization that education is not confined merely to the years of formal schooling for youth. Education is indeed a lifelong process which changes in nature as life situations and adult needs change.

Educational opportunities for adults have long been considered luxuries. However, with changing social patterns, increased technology, inflation and rising unemployment, providing educational opportunities for adults is now a necessity.

Our nation is in the throes of a crisis of rising literacy standards. Our lives revolve around the printed word. As a result, functional illiteracy - the failure to read and write well enough to be a productive citizen - is growing. It is a problem that is costing our country millions of dollars a year in lost tax revenues. It is costing more in the loss of human potential.

Adult, continuing and community education play an important role in addressing these needs as well as those of special populations - the older American, the handicapped, the displaced homemaker, the refugee and the unemployed. During the year covered by this report, the New Jersey Advisory Council for Adult, Continuing, Community Education has attempted to study the problems of educating adults in New Jersey. This was done to provide the Commissioner of Education with information and recommendations for addressing these problems.

This report reflects the council's commitment to adult, continuing, community education, and it's desire to serve the Department of Education in providing educational opportunities for adults. The council, in presenting its recommendations to the commissioner, is hopeful that they will give impetus to action designed to improve adult, continuing, community education efforts in New Jersey.

Part I

ASSESSMENT, CONCERNS, AND RECOMMENDATIONS

"To become a learning society, the United States must invest a considerable proportion of its resources in the education of all citizens on a continuing basis, at all educational levels, and for a variety of needs and motives including job training and retraining, education for more effective and enlightened citizenship, better use of the retirement years, and personal fulfillment."
Clifton R. Wharton, Jr.

ASSESSMENT

Adult education is the fastest growing type of educational instruction in New Jersey today. While many school districts in the state are experiencing a decline in pupil enrollments, the demand for adult education programs and services far exceeds available resources. Many programs have waiting lists of adults who are eager for the opportunity to continue their education.

Today, the New Jersey Advisory Council for Adult, Continuing, Community Education is progressing in attaining three of its major goals:

- promotion of the concept of lifelong learning
- increased inter-agency cooperation, and
- promotion of awareness of adult, continuing, community education opportunities.

As in all areas of education, financial constraints limit growth potential. Progress towards the council's fourth goal, "encouraging adequate and stable funding for adult education," presents the greatest challenge.

In order to assess needs and keep abreast of issues affecting adult, continuing, community education in New Jersey, the council conducts an annual public meeting. Testimony given during this session urged expansion of parent education programs, development of child care programs to assist adults who attend classes, inter-agency collaboration to eliminate competition and promote better use of scarce resources and expanded educational opportunities for displaced homemakers, handicapped adults, the incarcerated and those in need of vocational training. The council has recommended that the Bureau of Adult, Continuing, Community Education continue to act on these expressed concerns.

In addition to the public meeting, council members attended county council meetings, annual conferences of professional associations and meetings sponsored by the Bureau of Adult, Continuing, Community Education. These meetings provided members additional opportunities to meet with practitioners to share information and concerns.

Last spring, the council sponsored a Communications Seminar for leaders from departments of state government and agencies/organizations that have a statewide focus on and a concern for the educational needs of adults. (Details of this seminar can be found on Page 13.) Prompted by the need for cooperation to benefit mutual clients and the increasing demands placed on educational service providers, the council organized the Communications Seminar as a first step towards interagency cooperation and collaboration. This meeting verified the council's belief that service providers want and need to communicate with each other and are willing to do so when given the opportunity.

Council assessment activities have prompted the following conclusions:

* As adult participation in educational programs continues to grow, the present delivery system and its funding base become less adequate for the need.
* Because of varied lifestyles and demanding schedules, educational opportunities for adults have to be flexible, accessible and responsible to client needs
* In order to serve adults most in need of education, service providers must cooperate with each other particularly in the areas of: (1) planning to eliminate duplication of effort and fill gaps in the delivery system and (2) provision of the ancillary services adults need for initial or continued participation in education programs (i.e. brokering and counseling services, financial assistance, health services, child care, etc.).

CONCERNS AND RECOMMENDATIONS

The energies of the New Jersey Advisory Council for Adult, Continuing, Community Education are focused on long and short term goals. Council efforts currently are directed toward a statewide commitment to eliminate illiteracy and expand educational opportunities for adults. Progress in this regard is slow and is built on a series of successful endeavors not readily evaluated.

Based upon information gained from the past year's experiences, the council has selected four areas of concern to be addressed in the immediate future. Committees have been formed to investigate each issue and recommend action to the Commissioner of Education and the Bureau of Adult, Continuing, Community Education.

Concerns

Coordinated System for Handicapped Adults

A primary interest of the council is development and expansion of educational opportunities for handicapped adults. Those who have been educated in the public schools through age 16 frequently have no place to turn once they have left school. Yet, they still have need for employment and job up-grading, recreational activities or life coping skills for independent living. Many handicapped students never graduate. Additional numbers spend a great part of their lives in institutions.

A variety of agencies offer assistance to handicapped adults, but their efforts are fragmented and inadequate for the demand. The council hopes that through a coordinated effort handicapped adults will have the educational programs they need.

County Communications Network

Regional planning for cooperation and collaboration is essential to enable all adults to acquire basic skills, employment or employability training and the economic, health and social services that foster participation in education endeavors. The first step in this process is communication.

The council believes that if public education worked in concert with agencies, organizations, institutions, business, labor and industry, the educational needs of adults as learners would be better addressed. Because these groups are so diverse and operate within special parameters, effective communication leading to cooperative planning and resource sharing is difficult to develop. However, a network for communication, established in each county, would increase the possibility of groups working in concert to provide maximum service to the public.

High School Completion

According to the 1970 Census, 48 percent of New Jersey's adult population 25 years of age and older did not have a high school diploma. Many of these adults are either totally or partially illiterate and in need of educational opportunities to provide them with the basic skills necessary to complete their high school education.

Unfortunately, little progress has been made in decreasing the number of adults who lack high school credentials because the state's high school drop-out rate exceeds the number of adults receiving equivalent or high school diplomas each year. The state's new high school graduation requirements have the potential for aggravating the situation particularly for the marginal student.

In order to meet the challenge of the next decade, there is crucial need for a plan which would outline how New Jersey's Department of Education should proceed in providing adults with varied opportunities to complete their high school education. The council has initiated a committee to make recommendations for such a plan.

Extended and Multi-Use of School Facilities

School buildings reflect the quality of life in a community and are an integral part of that life. They are closer to more people than any other public edifice. They also have a wide range of facilities which are uniquely designed for educational purposes. Yet, the majority of these buildings are closed two-thirds of the day, on weekends and during vacation periods. The council feels this waste of a valuable community resource is a serious problem.

Since school buildings are in close proximity of the majority of the population, there also is impetus to turn them into community service centers, providing health and social services to the community as well as housing recreation, education, and cultural activities. The council supports this concept as a means of preserving community identity and as an impetus for community renewal.

Recommendations

Recommendation I

Until specific action can be recommended regarding the above concerns, the council requests that the Commissioner of Education support legislation and other activities that would promote development in these areas.

Furthermore, the council recommends that the Commissioner of Education work towards strengthening the role of adult education within the total school system and provide incentives for school districts which demonstrate commitment to meeting the educational needs of adults in the community.

Concern

Adult Education Growth and Stability

The New Jersey Advisory Council for Adult, Continuing, Community Education is proud of the efforts many local school districts have made in providing for the educational needs of adults in their communities. During the past year, 102 districts reported that they served 569,081 adults in the areas of basic skills, vocational training, parent education and self-enrichment programs.

However, the council is concerned about the superficial commitment of some school boards to the educational needs of adults. When faced with budget constraints and limited resources, support for the adult education program is often severely curtailed. This vacillation by local boards of education, coupled with inadequate state and federal assistance, keeps adult education programs in a state of flux and prevents long range planning.

There is also growing concern that, because of dwindling resources, adult education administrators are being given additional school district responsibilities. Such action robs adult educators of valuable time needed to develop programs and bring about agency collaboration for better utilization of resources.

Another concern is that nearly half of New Jersey's school districts provide no assistance to adults who need and want basic education instruction. Yet studies have shown that parental involvement in educational endeavors has a positive effect on children's motivation for and success in learning. It also is true that society today requires continuous involvement in the learning process so that adults can make informed decisions and remain abreast of changes affecting their lives and those of their children.

Recommendation

Recommendation II

With deep conviction, the council recommends that the State Board of Education adopt the following resolution to encourage local boards of education to give their support to the implementation of educational programs for adults in their communities.

ADULT EDUCATION RESOLUTION

Since adult education is a strong deterrent to an illiterate and ill-informed society, and since adult education can assist efforts to improve education for children and youth, the New Jersey Advisory Council for Adult, Continuing, Community Education recommends that the State Board of Education adopt the following resolution:

WHEREAS, learning is lifelong and the education of adults is an integral part of the process; and

WHEREAS, educational opportunities are increasingly needed to assist adults in making critical decisions in their roles as parents, consumers, workers, citizens, and members of communities; and

WHEREAS, adult education programs provide the opportunity for adults to gain basic skills, credentials, and information necessary to cope with changing life situations; and

WHEREAS, through participation in adult education activities, parents reinforce the value of education, and exemplify its importance to children.

NOW, THEREFORE, BE IT RESOLVED THAT THE STATE BOARD OF EDUCATION encourage local school districts to adopt adult education activities as a vital and necessary component of their educational systems.

Part II

[illegible]

"Changes in adults are a necessary part of social change: the major problems of society cannot be solved without certain changes in people. Without an emphasis on helping people to learn or change, how can we move toward peace, economic development, productivity, zero population growth, more effective government, better cities, widespread physical and mental health, satisfactory race relations -- and away from poverty, crime, urban problems, and pollution?"
Allen Tough

The succeeding charts depict the results of a four-year effort by the New Jersey Advisory Council for Adult, Continuing, Community Education to influence change and improvement in adult, continuing, community education throughout the State. Council achievements are milestones in reaching its broad goals and affecting programs and services for people.

1. GOAL: TO CONTINUE PROMOTION OF THE CONCEPT OF LIFELONG LEARNING.

Previous Recommendations	1979 Activities	Status
1975 - Recommendation		
That a clearinghouse be established at the Bureau to publicize current programming efforts for promoting lifelong learning.	Reports based on annual program information were compiled and disseminated.	Some data has been computerized. Efforts are continuing in this area.
	A second grant award was made, under P.L. 91-230, as amended, Sec. 310 of the Adult Education Act, to reproduce and disseminate special project materials to programs throughout the state.	Continuance of this project ensures the dissemination of valuable teaching materials and ideas.
	Through the efforts of the Council's Communications Committee, a logo was developed to promote the concept of lifelong learning.	Multifarious use of the logo has been encouraged.
1976 - Recommendation		
That research and evaluation be conducted on local board of education commitment and responsiveness to critical adult education need areas.	The number of school district requests for adult education program funds continues to grow.	Requests for funds far surpass financial resources available.
	The number of Adult High Schools has increased substantially indicating local school district commitment to meeting the needs of non-graduates.	
1977 - Recommendation		
That the Department of Education and State Board of Education endorse or help to create legislation entitling every citizen in New Jersey to an education through the twelfth grade.	Bill No. S-317 that would allow LEAs to provide free education for adults over age 20 remains in the Senate Education Committee.	No progress has been made on passage of this bill.
	Bill No. S-1154 which establishes standards for high school graduation will inadvertently increase the demand for adult high school completion programs in the future.	This bill is awaiting the Governor's signature.
1977 - Recommendation		
That the State Board of Education adopt a specific policy statement supporting adult, continuing, community education.		No action has been taken to date.
1978 - Recommendation		
That the State Board of Education adopt a resolution encouraging adult education programs in local school districts.		Since the resolution has not yet been adopted, the Council will again submit it for State Board action.

2. GOAL: TO INCREASE COOPERATIVE EFFORTS BY VARIOUS ORGANIZATIONS AND AGENCIES IN MEETING THE EDUCATIONAL NEEDS OF NEW JERSEY ADULTS.

Previous Recommendations	1979 Activities	Status
1975 - Recommendation		
That a system be implemented among state, county and local agencies to coordinate assessment and cooperatively provide programs to meet the identified needs of adults.	The role of the county council representative to the State Council has been expanded.	
	County councils have been encouraged to expand their membership to include service agencies and organizations interested in the educational needs of adults.	This effort is ongoing.
	Inter-agency collaboration has been identified as one criteria for basic skills grant awards.	This has been included in the State Adult Education Plan.
	Bureau training activities have been directed toward improving inter-agency communication and collaboration on local and county levels.	Substantial efforts have been made in this area.
1976 - Recommendation		
That statewide inter-organizational communications be used for gaining awareness of public needs, interests, and concerns.	The Council conducted a Public Meeting to gain citizen input for its recommendations.	This is an annual event.
	Working through county councils, meetings were held in all 21 counties to identify needs and establish goals to be addressed by funds provided under the new Adult Education Act.	County council chairpersons have been requested to maintain contact with participants of these county meetings for future planning efforts.
1977 - Recommendation		
That a Master Plan be developed for adult, continuing, community education that includes all state agencies responsible for the delivery of services to adults, such as the Departments of Education, Higher Education, Labor & Industry, Health, and Community Affairs, and that this Council be charged with the responsibility of making recommendations for the implementation of this coordinated effort.	The Council sponsored a Communications Seminar for representatives of these various groups as a first step to encouraging cooperative efforts.	The Council will continue to communicate with the Seminar participants.
	A task force has been organized through the Council to promote cooperative planning among the various departments of state.	This is planned as a three-year effort and included as part of the State Adult Education Plan.
1977 - Recommendation		
That Boards of Education, who are faced with declining enrollments, be advised to place priority on designating empty or partially-used school facilities for adult, continuing, community education programs and services.	Nineteen school districts received state funds, under Chapter 74, for the conversion of school buildings into community service centers.	This will be accomplished over a two-year period.
	Legislation will be proposed that would eliminate barriers to cooperative occupation of school buildings.	
	One New Jersey Community has received a Mott Foundation grant for conversion of a soon-to-be-empty building into a community school.	This district's efforts will be used as a model for other districts to emulate.
1978 - Recommendation		
That high priority be given to the development of a legislated Lifelong Learning Master Plan, to include adult, continuing, community education, for the delivery of services to out-of-school persons.	The federal Adult Education and Community Education Acts both require development of a three-year state plan for the effective delivery of services.	Work is progressing on development of a Master Plan.

3. GOAL: TO PROVIDE ADEQUATE AND STABLE FINANCING FOR THE BASIC COSTS OF PLANNING, LEADERSHIP, FACILITY USE, AND STAFF TRAINING FOR ADULT, CONTINUING, COMMUNITY EDUCATION AS WELL AS ADEQUATE PROGRAM FINANCING FOR LITERACY TRAINING, HIGH SCHOOL COMPLETION, ENGLISH LANGUAGE IMPROVEMENT, JOB TRAINING AND RETRAINING, AND PROGRAMS FOR THE HANDICAPPED AND ELDERLY.

Previous Recommendations	1979 Activities	Status
1975 - Recommendation		
That a formula be developed for financing basic costs for meeting essential adult education needs.	The Legislation Committee has provided Council members and their constituencies with periodic updates on legislation important to adult, continuing, and community education.	An ongoing monitoring activity of the Council.
	Efforts have been made to revise the distribution formula of state aid reimbursements to local school districts for adult education directors' salaries.	The new formula was submitted with the FY 1981 budget requests.
1976 - Recommendation		
That a matrix be built for funding purposes toward equalizing areas of critical need.	A matrix is used by the Bureau to determine allocation of funds for basic skills programs.	In process.
1977 - Recommendation		
That the Commissioner of Education advocate to the Legislature that all new major legislation include a statement allocating funds for adult education programs/activities as a means to provide citizens with information relating to new legislation.		No progress.
1977 - Recommendation		
That the Department of Education endorse or help to create legislation to gain revenue from casino gambling to support adult, continuing, community education activities for senior citizens.		Not yet accomplished.
1978 - Recommendation		
That legislation be introduced for adequate and stable funding for adult, continuing, community education.		This continues to be a critical need.

4. GOAL: TO INCREASE WAYS TO MAKE CITIZENS AWARE OF EXISTING PROGRAMS AND FOR THE COUNCIL TO HAVE INPUT FOR THE TYPES AND LOCATIONS OF NEEDED PROGRAMS NOT PRESENTLY AVAILABLE.

Previous Recommendations	1979 Activities	Status
1975 - Recommendation		
That a variety of public relations techniques be used to promote an awareness, understanding, and acceptance of adult, continuing, community education with multiple audiences.	The Council conducted a public meeting to identify needs and concerns for programming efforts.	This meeting has become an annual event to assess needs.
	The proclamation of Adult and Community Education Week was celebrated through state, county and local activities.	This has become an annual promotional effort.
	At the Council's urging, articles were submitted to Interact, on a regular basis, which highlighted programmatic efforts in adult and community education.	This type of promotion has gained the interest of people throughout New Jersey and from other states.
1976 - Recommendation		
That the Commissioner of Education provide the Council an operating budget to carry forth its activities.		No progress.
1977 - Recommendation		
That the Commissioner of Education include a recommendation in the Department of Education budget providing financial support for the Council so that it can effectively carry on its activities.	The Council requested an operating budget from the Bureau of Adult, Continuing, Community Education.	A budget has not yet been provided.
1978 - Recommendation		
That the Department of Education utilize adult, continuing, community education programs as a tool in a concerted effort to improve the learning situation of children.	The Office of Parent Involvement was established within the Bureau to assist school districts in improving home-school partnerships.	The Office is effectively carrying out its mandate.
	A number of community adult education programs have initiated activities for parents to help them interact more effectively with their children.	This is an ongoing activity encouraged by the Bureau.
	The Bureau has received a federal grant to establish bilingual education projects to help parents help their children in school.	Project sites are being established.

Part III

COUNCIL ACTIVITIES AND ACCOMPLISHMENTS

"The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations throughout their lives. Formal education of youth and younger adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime."
Theodore M. Hesburgh, Paul A. Miller, Clifton R. Wharton, Jr.

THE COUNCIL AT A GLANCE

The New Jersey Advisory Council for Adult, Continuing, Community Education was established in 1972 to advise the Commissioner of Education and the Bureau of Adult, Continuing, Community Education on legislative, resource and communication needs in the field. Since that time, council members have been appointed by the commissioner and serve on a volunteer basis.

The past seven years have been marked by significant growth and experience for programs and participants in adult, continuing, community education. Changing perspectives have continuously challenged the council which has responded by broadening its membership, its activities and its concerns. The council's dedication to the improvement and expansion of programs and activities is demonstrated through its service to the field. This is reflected in the activities highlighted in this section.

The council has:

conducted the annual public meeting where issues affecting adult, continuing, community education were brought to the attention of a diverse audience.

provided testimony which focused on communication and cooperation to eliminate duplication of effort. This testimony was delivered to the Commission to Study the Mission, Finance and Governance of the County Colleges.

provided comment on proposed legislation for the establishment of a program of standards for high school graduation, and another bill which caused the dissolution of Garden State School District.

sponsored a panel discussion on "How to Choose, Use, and Abuse Your Advisory Council" at the spring conference of the Association for Adult Education of New Jersey.

commissioned a series of awareness articles on the activities and developments in adult, continuing, community education in New Jersey, for publication in "Interact".

promoted Adult and Community Education Week through the county councils and member constituencies, and accepted the governor's proclamation from Commissioner Burke.

ADULT EDUCATION STATE PLANNING TASK FORCE

The Adult Education Act, as amended November 1, 1978, requires each state to submit a three-year plan which sets forth a program for the use of funds under the act with respect to all segments of the adult population in the state and in accordance with the following purposes:

"(1) enable all adults to acquire basic skills necessary to function in society,

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

(3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens."

In keeping with the spirit and intent of the new legislation, the Bureau of Adult, Continuing, Community Education requested the council's assistance in establishing a state-level planning task force to ensure a continuation and an increase in cooperative and coordinated efforts among state agencies.

The council responded by assigning eight of its members to the Planning Task Force. This group will assume the leadership in meeting the following objectives over a three-year period:

1. To compile and produce a report of educational, training and support services available through state agencies and programs.
2. To develop specific goals related to the needs of least educated adults for inclusion in future State Plans of the respective agencies and programs.
3. To develop further avenues for cooperative planning and programming and for sharing resources.

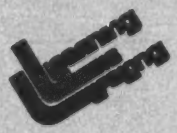
Members of the Task Force, which include representatives from the Departments of Community Affairs, Corrections, Education, Health, Higher Education, Human Services, Labor and Industry, and the State Library, have begun to assess the education programs and support services available through their own and various other state-local agencies. This assessment report then will be used to initiate the next steps in the plan.

LOGO

A major goal of the New Jersey Advisory Council for Adult, Continuing, Community Education is promotion of the concept of lifelong learning. To broaden this promotional effort, the council requested that a logo be developed to raise awareness among the citizenry that learning is a "cradle-to-the-grave" process. The Communications Committee undertook the assignment.

With the assistance of Carlos S. Franco, graphics manager, New Jersey School Boards Association, the committee's task was accomplished. The logo Mr. Franco developed, which appears on this page and throughout the report, represents the continuous, uplifting nature of learning. While pleasing to the eye, it shows the strength of learning as well as its durability.

The council is grateful to Mr. Franco for his original design. It is hoped that it will be widely used by those who believe in the lifelong learning concept.



MEMBERSHIP UPDATE

During this past year, the council has continued its efforts to maintain a membership plan that provides group continuity, stability and eclecticism.

Members of the Council belong to one of three groups: associate members (representing the departments of state government, the State Board of Education and county council chairpersons) on-going members (representing groups most closely/directly involved in adult, continuing, community education) and rotating members (representing groups with interests or involvement in adult, continuing, community education although not necessarily their prime function.). This system allows for broad based representation. It takes into consideration culture/ethnicity, geographical region, type of community, as well as group affiliation of each members.

At present, the following groups are represented on the council:

Associate Members - the Departments of Labor and Industry (CETA), Higher Education, Community Affairs (Division on Aging), Health, Human Services, Corrections, and Education Division of Vocational Education and Career Planning), the State Board of Education and county council chairpersons.

On-going Members - Institutionalized/Handicapped, Labor, Industry, College Continuing Education Administrators, Community Adult Education Directors, Adult Education Association, Association for Community Education, New Jersey School Boards Association and a community-based organization.

Rotating Members - Elected Officials, Business, County Superintendents of Schools, Libraries, Social Service Agencies, Recreators and Hispanics.

This plan, which has been functional for the past two years, has proven to be far-sighted in its approach.

Regulations for the new Adult Education Act mandate that programs be developed as a result of consultation, coordination, and cooperation among various agencies. The council, which advises the Bureau of Adult, Continuing, Community Education, has been instrumental in helping the bureau meet that obligation because of its eclectic nature.

COUNTY COUNCIL ACTIVITIES

County councils for adult, continuing, community education, as part of the statewide interorganizational communications system, reflect the efforts of the State Advisory Council in maintaining communication with a broad constituency. The chairperson of each county council is a member of the County Council Chairpersons Task Force, with one member sitting on the state council. The task force is the link between the state council, the Bureau of Adult, Continuing, Community Education, and the county councils.

Because of their unique mission, county councils were chosen by the bureau last winter, to facilitate participatory planning for the New Jersey State Plan for Adult Education. In each of the 21 counties, two planning sessions were conducted, at which time diverse county groups met to:

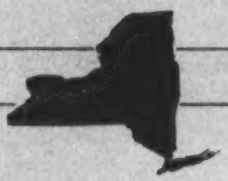
- identify county needs for services authorized under the Adult Education Act.
- establish program goals in accordance with the needs.
- rank-order the goals.
- define resources necessary to meet the needs.
- identify available resources.
- explore avenues for cooperative programming.

This was done to ensure that competency-based basic education (instruction in the basic communication and computational skills in the content of knowledge areas necessary to function in society) would be available to all segments of the adult population, and especially to those who are least educated and most in need of educational assistance.

Part IV

ABOUT THE COUNTY COUNCILS

"Reform does not come easily to education. But if it comes at all, it emerges slowly and laboriously from the work of many people --especially teachers. In the end, our schools reflect the American society--its values, its hopes, its needs and its diversity."
Sidney P. Marland, Jr.

STATE OF  NEW YORK

Commissioner's Statewide Advisory Council on Adult Learning Services

A Brief History

The Advisory Council on Adult Learning Services was appointed by State Education Commissioner Gordon M. Ambach in 1978 to think comprehensively about the learning needs of adults in New York State and advise him on what action should be taken to meet those needs. Specifically, the Council helps the Department relate its many efforts in support of adult learning to those of the multitude of agencies and organizations throughout the State that provide learning opportunities for adults. The Council is designed to play a major role in helping develop plans for comprehensive learning services for adults that will, by combining public and private resources, assure to every adult in the State access to the finest learning opportunities possible.

In creating the Council, Commissioner Ambach noted that since all of the education in New York State is under the jurisdiction of the Board of Regents, the State is in a unique position to provide coordinated services to adults. Council members include representatives of major learner groups as well as of institutions that provide services, such as two- and four-year public and private colleges, proprietary institutions, public school districts, BOCES, libraries, museums, public television, the media, and community organizations. The Council also includes representatives of business, agriculture, and labor and public and private agencies that provide related services to adults.

Members of the Council serve up to four years, with members being appointed for one, two, or three year terms in order to provide for continuity of membership.

Work of the Council is coordinated on behalf of the Commissioner by Dr. Norman D. Kurland, Executive Director of Adult Learning Services, and Robert Purga, Assistant to the Director.

At its first meeting on May 14, 1978, the Council decided to focus on six areas of concern: (1) the low status of adult education; (2) the goals of adult learning and the social trends impacting on those goals; (3) financing adult learning; (4) family development, including parent education; (5) information and counseling services for adults; and (6) standards and competencies.

Working committees were formed to look at the last five areas. One set of recommendations from these committees is attached.

At present the Council has 32 members and has an executive committee consisting of the Council chair and vice-chair, and the chairs of the Council's four working committees: (1) open learning, (2) financing, (3) education and the economy and (4) the family. An outline of the Council's current tasks is provided in the 1979–80 Workplan.

NEW YORK STATE ADVISORY COUNCIL ON ADULT LEARNING SERVICES
1979–80 Work Plan
Developed at the Council Meeting, May 15, 1979

Goal/Area of Concern	Activities	Time Frame
1. A detailed goals statement for the Future of Adult Learning in New York State with strategies for reaching these goals	1a) Participate in 2-day Future Inventions Process with the Department's ALS Committee	1a) July 30–31, 1979
	1b) ALS staff prepare background paper on future trends in adult learning	
2. Develop a policy statement on adult learning	2a) Staff prepare a background paper defining the scope of adult learning	2a) September, 1979
	2b) Council prepare a policy on adult learning	2b) May, 1980
3. Develop recommendations regarding alternative delivery systems for adult learning with initial focus on distance learning.	3a) SED staff prepare background on current activities, policies, plans and problems	3a) September, 1979
	3b) Public television station managers present statement on current activities, policies, plans and problems (Dawes)	3b) September, 1979
	3c) Determine procedure for developing recommendations	3c) September, 1979
	3d) Present interim report	3d) May, 1980
	3e) Develop final recommendations	3e) Spring, 1982
4. Education and the Economy	4a) Establish a Committee on Education and the Economy	4a) September, 1979
	4b) Develop and expand linkages with appropriate Advisory Councils, particularly NYSACVE (Vocational Education) and State Employment and Training (SET) Council	4b) September, 1979 and January, 1980
5. Committee on Financing and Standards Help develop proposals for financial aid for adults and standards for institutional eligibility and staff qualifications	5a) Explore ways of improving financial aid information for adult learners	5 a-c, 1979–80
	5b) Support the extension of TAP to part-time students	

Goal/Area of Concern	Activities	Time Frame
	5c) Develop a rationale statement for expanding aid to part-time students	
	5d) Work will SED staff to develop a proposal for financing adults in New York State lacking a high school diploma and/or current vocational skills	5d) Summer, 1979
	5e) Chart the dimensions of an ideal financing system for adults in New York State	5e) May, 1980
6. Committee on the Family Support SED conferences and explore potential impact statements	6a) Work with SED staff on upcoming Parent Education Conference	6a) June 28, 1979
	6b) Participate in the internal SED Conference on Parent Education	
	6c) Work with SED staff to develop the model for Regional Conferences on the Family	
	6d) Examine current SED programs to determine Family impact	6d) May, 1980
7. Implementation and Reporting Activities	7a) Review Legislation	Ongoing
	7b) Review Postsecondary Regulations and 1980 Plan	
	7c) EIC updating	
	7d) Reports from other advisory councils	
	7e) Review proposals from Ad Hoc Committee on Organization	
	7f) Orientation of new members	
	7g) Develop report on Council work for possible dissemination	
	7h) Review progress with Commissioner Ambach	
	7i) Prepare list of field representatives in adult learning to serve on postsecondary program evaluation teams	7i) September, 1979

STATE OF OKLAHOMA

"Guidelines"

ADVISORY COUNCIL FOR ADULT EDUCATION, OKLAHOMA STATE DEPARTMENT OF EDUCATION, ADULT EDUCATION SECTION

I. Purpose

A. The role of the Advisory Council for Adult Education is in the nature of an advisory capacity only. The State Department of Education, Adult Education Section is responsible for administering and operating the Adult Education Programs as stated by the guidelines for Adult Education and approved by the State Board of Education.

B. The Advisory Council shall make recommendations, suggestions, and make known the needs for improvement, changes, and new ideas for continued progress in all phases of the programs of Adult Education.

II. Membership

A. Selection of Advisory Council Members
   1. The State Board of Education, upon recommendation of the State Superintendent of Public Instruction, shall appoint the members of the State Adult Education Advisory Council representing the following areas: School District Administrators, Adult Education Learning Center Directors, Adult Education teachers, Higher Education and individuals from the community and persons from the business community.
   2. The Advisory Council will consist of nine (9) members.

B. Term of Appointment
   1. Members of the Advisory Council shall serve for a total of three (3) years.
   2. One-third of the Advisory Council member's term will expire each year. These positions then shall be filled by appointment by the State Board of Education.
   3. Members of the Advisory Council shall be appointed within the last month of the fiscal year. Members of the council who resign during the fiscal year shall be replaced by the State Superintendent of Public Instruction for the unexpired term.

C. Officers of Council
   1. The officers of the council shall consist of:
      a. Chairperson
      b. Vice-Chairperson
      c. Secretary

D. Ex-Officio
   1. The State Administrator of Adult Education and his staff shall serve as ex-officio members of the State Adult Education Advisory Council.

III. Meetings

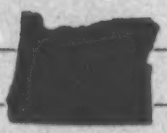
A. Schedule of Meetings
   1. All meetings of the State Adult Education Advisory Council shall be called by the Chairperson with concurrent approval of the State Administrator of Adult Education.
   2. A minimum of four (4) meetings of the State Adult Education Advisory Council shall be called during the fiscal year.

3. Official copies of all minutes of meetings shall be made available to all council members and the State Adult Education Staff.
4. A majority of council members shall constitute a quorum.
5. Robert's Rules of Order, as amended, shall be followed in conducting meetings.
6. Official reports and recommendations of the council shall represent consensus of a majority of council members.
7. The council shall act and speak as an official body rather than as individuals.

IV. General Provisions

A. No member of the committee shall act independently as a paid consultant, paid by the project applicant, for preparation of a proposal which shall in due process be considered by the Advisory Council.
B. These Advisory Council guidelines may be amended by the council as needed to expedite the functioning of the council.
C. The guidelines become effective when approved by the Advisory Council in an official meeting.
D. The Advisory Council shall reorganize at the first official meeting of each new fiscal year.

Adopted FY-66; Amended FY-70, FY-75, FY-76, FY-77, FY-78, FY-80.

STATE OF  OREGON

Charges and Duties from the State Superintendent of Public Instruction Adult Education Advisory Committee

1. Function of the Committee

The responsibility of the Committee is to serve in an advisory capacity to the State Superintendent of Public Instruction with respect to assessing the educational needs of Oregon residents who are over 16 years of age but with less than an eighth grade education. They will also be involved in program planning and in evaluating the existing programs provided for this target population through funding provided by the Adult Education Act of 1966 as amended or the Oregon State Legislature.

The Committee is appointed by the State Superintendent who will also appoint alternates from a recommended list in the event any of the primary appointees are unable to serve. Regional representation on the Committee will be maintained.

2. Responsibility and Authority

a. To work in an advisory capacity with the Oregon Department of Education staff in planning programs for adult education and to work with the local school districts, federal, state and local agency personnel concerned with adult education.

b. The Committee shall meet at least one time each year to evaluate performance in the previous year's program and to review the proposed program for the next fiscal year.

c. A recommendation shall be made by the Committee to the State Superintendent prior to enactment of any substantive alteration to the Annual Program Plan for Adult Education.

d. Evaluate and review all disbursements to school districts and community colleges for adult education funds. Make recommendations to State Superintendent on all projects submitted by local education agencies.

e. To have at least one public meeting each year at which the public is given the opportunity to express views concerning adult education.

3. Relationships

a. The Committee is related to the Oregon Department of Education through the State Superintendent of Public Instruction, his Deputy or other designated representatives.

b. The Superintendent of Public Instruction or his designated representative shall act as the Executive Secretary.

4. Accountability

A report of each Committee meeting will be completed and provided to the Superintendent of Public Instruction. The content of the reports will be concerned with the Committee's evaluation of current programs and their recommendations for future programs.

Also, the Committee will make recommendations on the Annual Program Plan, review the budget for implementation of the Annual Program Plan, and make recommendations on future preparation of annual program plans.

STATE OF PENNSYLVANIA

State Advisory Council, Proposed Guidelines

I. Appointment

The State Advisory Council for Adult Education hereafter referred to as the Council, is established and appointed by Pennsylvania's Secretary of Education to advise the Secretary of Education.

II. Composition

In appointing members to the Council, the Secretary of Education shall consider persons who are representative of the general public of the Commonwealth of Pennsylvania, including handicapped, older adults, minorities, women and other target groups. The Council shall include, but not be limited to:

A. Professionals in the field of Adult Education. (3)
B. Officials of the Pennsylvania Department of Education. (3)
C. Local Education Officials. (3)
D. Consumers of Adult Education Services. (9)

III. Regular Membership

A. The Council shall be composed of 18 regular members appointed by the Secretary of Education.
B. Except for initial term, the term of office shall be three years.
C. A member of Council may be appointed to two three-year consecutive terms.
D. The initial appointment of the Council shall include:
   a) Six members for three-year terms; six members for two-year terms; and six members for terms of one year. Members appointed initially to one- or two-year terms shall be exempt from the provision regarding three-year terms.
   b) The Secretary of Education shall fill all vacancies which may exist from time to time. Persons so appointed shall serve the unexpired terms of the vacancy.

IV. Ad Hoc Members

A. The Council shall have the right to appoint ad hoc members for the purpose of adding unique expertise or input on major topics of study which may be under consideration.
B. The number of ad hoc members shall be limited to six at any one time.
C. Appointment of ad hoc members shall automatically terminate when the study is complete or within one year of appointment whichever occurs first. Reappointment may be at the discretion of the Council.

V. Meetings

A. The first meeting shall be called within thirty days after acceptance of this plan to elect a chairperson, vice-chairperson, secretary, and such other officers as are necessary to efficiently manage the Council.
B. After the initial year, the Council year shall be established according to the calendar

year. No later than February 28, the Council will conduct an annual organization meeting for the purpose of selecting officers and setting meeting dates, times and places.

C. The Council shall schedule a minimum of four meetings per year. The annual meeting shall be advertised as a public meeting. The public meeting shall be so structured as to provide the opportunity for citizens to express views on adult education.

VI. Duties and Responsibilities

A. Provide sensitive interpretation of the goals of the Adult Education Act.

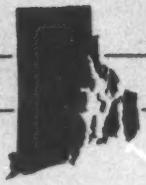
B. Advise the Secretary of Education on policy matters arising in the administration of this plan.

C. Advise with respect to long-range planning and conduct studies to evaluate adult education programs, services, and activities.

D. Prepare and submit to the National Advisory Council on Adult Education and the Secretary of Education an annual report of recommendations.

E. Establish linkage with, and provide the opportunity for, input from adult education professional and advisory groups that serve on a regional or local basis.

F. Encourage the development of local advisory groups representing both consumers and providers of adult education services.

STATE OF  RHODE ISLAND

Excerpts from "Annual Report"

RHODE ISLAND ADULT EDUCATION COMMISSION

April 30, 1980

LETTER OF TRANSMITTAL

April 30, 1980

His Excellency, J. Joseph Garrahy,
Governor of the State of Rhode Island;

The Honorable Members of the
General Assembly of the State;

The Board of Regents for Education

Ladies and Gentlemen:

The Rhode Island Adult Education Commission was created last year pursuant to Title 16, Chapter 58, of the General Laws.

The commission's first annual report is presented to you herewith, in accordance with 816-58-6 (D).

This report represents the efforts and accomplishments of the commission during its first year of existence, through April 30, 1980.

Adult education is an area of major importance to our society. Please be assured that we are taking our responsibility very seriously.

We have set ambitious goals, consistent with the statute and your expectations. Clearly, they cannot be accomplished in the short time we have had, actually only nine months, since we initiated our work.

From this modest beginning, we are proceeding with renewed determination.

By this time next year, after having digested the testimony received during our series of public meetings, and having completed the first phase of our comprehensive study of adult education in Rhode Island, and also having concluded our legislative analysis, we will have a more complete report of findings, conclusions, and recommendations.

We also will be developing and submitting a package of legislative proposals, for consideration by the January, 1981, session of the general assembly.

We thank the Governor for entrusting us with this mission; we commend the legislature for enacting the statute which is making it possible, and we pledge our continuing cooperation to the Board of Regents.

There are thousands of people in Rhode Island who truly need the benefits of our endeavors. We now recommit ourselves to the cause of adult education and we promise that we will produce results.

Ronald F. Crepeau-Cross
Chairman

April 30, 1980

National Advisory Council on Adult Education
Pennsylvania Building, Room 289
425 13th Street, N. W.
Washington, DC 20004

Dear colleagues:

The Rhode Island Adult Education Commission, being certified as the state advisory council for adult education, pursuant to Public Law 91-230, as amended, hereby submits the enclosed annual report for your consideration.

In particular, we call your attention to the section, entitled "Responsibilities of the State Advisory Council ..." beginning on page 21, and more specifically, the observations and recommendations which follow on page 22.

We thank you for your valued cooperation during this first year of our work.

Ronald F. Gregson-Cross
Chairman

EXECUTIVE SUMMARY

For the first time in history, the words "adult education" now appear in our state law. And those words, along with what they mean and the need they represent, are being heard and heeded throughout the state.

Building on the work of previous committees and of many dedicated individuals over the years, the Rhode Island Adult Education Commission has devoted the past nine months to organizing itself, receiving initial input, and developing strategy. It has been a year of new beginnings for adult education in Rhode Island.

This annual report cites our accomplishments in 1979-1980 and indicates our goals for 1980-1981.

Hopefully, we are instilling the realization that education is for everyone, not only for children, and that adult education, although not a cure-all, will convert tax-dependents into tax-payers and will help solve many personal and social problems.

All this is happening here while the federal government inaugurates the new United States Department of Education, with its own proper national focus on the needs of adult learners.

It is shameful that, to this day, here in our own state, there are thousands of functionally illiterate adults, that 50.2% of the over-16 population do not have a 12th grade education or equivalency, and that many of our fellow citizens remain unemployed or underemployed because they lack marketable skills.

As our fact-finding continues, and after we have time to digest all the testimony and analyze the data, we will have substantive conclusions and recommendations. That activity will constitute the work for our second year, through April 30, 1981.

We take this opportunity to thank the hundreds of people who attended our regular meetings, participated in our public meetings, answered our survey, and assisted us in our many specific requests for information.

I personally am indebted to Governor Garrahy and my colleagues in state government for their encouragement and support; to the members of the legislature for their interest and concern; to the Board of Regents and Commissioner Schmidt and his staff for their complete cooperation; to my fellow commission members for sharing this serious responsibility, and to so many others, those mentioned in this report, and more who are not, without whom this mission truly would be impossible.

Having made and stated our case, we will present it to the general assembly, and publicly, about a year from now. It certainly can be expected that we will call for a far greater state and local commitment to adult education.

The people of Rhode Island are its most precious resource, and this resource must be cultivated in order to reap maximum personal and societal dividends.

We believe that adult education, or life-long learning, is the only means by which this can be accomplished.

SOME STRAIGHTFORWARD STATISTICS

- Rhode Island has an adult (age 16 and over) population of 614,306 men and women.
- Of this total, 65,432 (10.6%) have less than eight years of schooling. This includes many who remain functionally illiterate, that is, who cannot read or write.
- Our state has 308,215 people (50.2%) in the adult population who lack a high school education or the equivalency. Nowadays, this is considered a minimum level of educational attainment.
- Relatively few adults (actually, only 57,000, or 8.8% of the over-18 population) have received a college or technical education.
- Most adults face job or career change decisions, for which they need relevant information, counseling, and education or training opportunities.
- Many people are stuck in dead-end jobs because they lack marketable knowledge and skills.
- The adult population is the fastest-growing segment of our society, while the traditional school-age population is shrinking.
- The 1979-1980 public school enrollment in our 40 school districts over-all is 4.1% less than last year.
- The school drop-out rate is very high. In Rhode Island, 28% of the youngsters now in Grade 7 will leave school without graduating from Grade 12.
- The number of students graduating from this state's high schools will decline from about 13,000 this year to only 7,900 by 1995.
- Conversely, the college enrollment in Rhode Island will remain essentially stable (at about 29,000) until 1985, but may dip slightly toward the end of the decade. There will be a considerable increase in the number of 25- to 44-year-olds participating in post-secondary education.

Further, we are concerned about ...

... welfare recipients who would go to work if they had appropriate education or training, even at entry-level;

... inmates in our corrections institutions who could be rehabilitated and diverted from further criminal activity to productive lives as good citizens if they receive adequate academic remediation and vocational training;

... immigrants and refugees who are anxious to mainstream into our American society through citizenship, English language, and bilingual instruction in both basic and occupational subjects;

... countless adults who suffer from stress and more severe psychological problems, arising from their inability to cope with employment and socio-economic demands, and who may find the solution by engaging in education or training and thus qualify for better jobs with increased satisfaction and more adequate compensation.

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PRELIMINARY OBSERVATIONS

The Constitution of the State of Rhode Island, in Article XII, says that the state has the duty to promote all necessary and proper means for providing the advantages and opportunities of education to the people. It does not limit education to children or traditional school-age young people.

Hence, education is for everyone and it is a life-long process. That, in brief, is what adult education is all about!

People pursue adult education for a variety of reasons ... to survive in this complex world ... to lead fuller personal lives ... to get and keep jobs ... to assimilate into American society ... to spend leisure time constructively ... perhaps as many reasons as there are people!

Numerous individuals need education but do not receive it. There are many constraints ... lack of awareness that adult education is available ... not having or taking the time ... inability to afford tuition and fees ... being too shy or scared to come forth ... lacking confidence ... being afraid to fail ... again, all kinds of reasons.

THE CHALLENGE

Rhode Island faces the challenge of improving the quantity and quality of its adult education programs and services.

Surely, this will cost more money. But we already are paying a very heavy price in terms of unproductive people and social problems.

Of course, adult education, in itself, is not a cure-all. However, it is the best investment we can make in human potential and the economic strength of our state and nation.

3

THE STATUTE:

●DEFINITION OF ADULT EDUCATION AND ORIGIN OF THE COMMISSION

The Rhode Island Adult Education Commission came into existence by virtue of a law enacted by the state legislature and signed into law by Governor J. Joseph Garrahy on May 2, 1979.

The law is cited as Chapter 152, Public Laws of 1979, and is codified as Title 16, Chapter 58, of the General Laws of Rhode Island.

The statute actually has two major effects.

First, in §16-58-2, it provides a definition of adult education. Such a definition is needed in order to establish exactly what is meant by "adult education" in Rhode Island. This definition, translated into operational terms, delineates the state's adult education delivery system

Our definition of adult education probably is the best and broadest in the country. It goes beyond the narrow confines of adult basic education as a measure to compensate for a lack of education during a person's earlier years.

Secondly, the statute creates the commission and sets forth its responsibilities.

●HISTORY OF THE LEGISLATION

The legislation, which later became the statute, was developed and proposed by the Adult Education Association of Rhode Island, which is the major statewide organization of adult education professionals, consumers, and interested citizens.

The bill, as 79-H-5749, was introduced by State Representative Anthony J. Carcieri, Democrat, of Warwick, on February 27, 1979. It was considered by the Health, Education, and Welfare committees in both the House and Senate. The bill enjoyed broad support and it was passed by large plurality votes in both branches of the legislature.

●COMPOSITION OF THE COMMISSION

The commission's composition, specifying the inclusion of legislators, state officials, adult education professionals, consumers, and the general public, is prescribed in the statute, at §16-58-3.

In selecting appointees, careful consideration was given to insure representation from all geographic areas of the state, and the presence of minorities, women, and a broad range of ages.

COMMISSION CERTIFIED AS THE STATE ADVISORY COUNCIL FOR ADULT EDUCATION

The United States Department of Education has certified the Rhode Island Adult Education Commission as the state advisory council for adult education, pursuant to the federal Adult Education Act (Public Law 91-230, as amended).

In order to be certified, the commission had to meet strict requirements specified in the federal law, namely, that the appointments be made by the governor of the state and that the appointees include state education officials, adult educators, past or present students in adult education, and representatives of the general public.

When our legislation was drafted, we anticipated the eventual certification by including precise language, from the federal act, to prescribe the composition of the commission and its role concerning the state plan.

This certification ratifies the commission's authority to be involved in the development of the state plan for adult education, review the plan, and advise the regents and the commissioner on matters of policy and administration of the plan, as well as to advise on long-range planning for adult education in the state.

The commission did review the state's current three-year plan. Our comments and recommendations are included on pages 21 and 22.

Since the commission is certified, it has qualified for a grant of $10,000, in federal funds, which we have received and which is supporting our work for the period from October 1, 1979, to June 30, 1980. *(Please refer to budget on page 24.)*

Governor Garrahy personally sent the letter, dated August 24, 1979, in which the certification was requested. The reply came in a letter, dated December 12, 1979, over the signature of Dr. Mary F. Berry, Assistant Secretary of the then United States Department of Health, Education, and Welfare.

Ours is one of only four state advisory councils to be so certified. The others are Iowa, Kansas, and Michigan.

This is a valuable recognition of our commission and places Rhode Island in a national leadership role in the field of adult education.

SECRETARIAT AND MEETING PLACES

By agreement with the State Department of Education the commission maintains a secretariat within the Bureau of Vocational-Technical Education. This enables us to list a specified address and telephone number.

Dr. Frank N. Santoro, Deputy Assistant Commissioner as Secretary of the Commission, supervises this convenient arrangement.

Ms. Dayle Gaida, Secretary to Dr. Santoro, serves as our administrative assistant at the secretariat.

Meetings and working sessions also were accomodated at the Governor's Special Grant Office, the Providence office of the U.R.I. Cooperative Extension Service, and the other locations listed on pages 7 and 8.

OUR FIRST YEAR . . .

This was the first year of the commission's existence and operation. Given that the governor made the initial appointments in June and that the members were sworn-in on August 7, 1979, this was an abbreviated work-year of only nine months.

Our immediate emphasis was to become familiar with the background and current status of adult education in Rhode Island. We pursued this as follows.

- We received background information from the two major past and current committees concerned with adult education;
- We held several meetings with Dr. Thomas C. Schmidt, Commissioner of Education, and other key personnel in the State Department of Education;
- We conducted a survey of professionals, consumers, and public officials *(see pages 13 and 14.)*
- We launched our series of public meetings at various locations throughout the state *(see page 11.)*
- We initiated the strategy for the comprehensive study of adult education in Rhode Island, which is to begin on October 1, 1980 *(see pages 17 to 19.)*
- We participated in a number of related conferences, seminars, and activities ...

  -- *the state's new Basic Skills program will include an emphasis on adult education;*

  -- *the commission is a member of the Rhode Island Community Television Access Committee;*

  -- *the chairman is a member of the state team for Legislative Initiatives in Guidance Programs;*

  -- *commissioners and staff participated in national, regional, and state adult education conferences.*

6

REGULAR MEETINGS

During this first year, the commission held six regular meetings.

The agendas consisted mainly of efforts to become acquainted with adult education in Rhode Island and routine organizational and business matters.

1/ AUGUST 7, 1979 — State Capitol, Providence

Highlights:

- Appointees sworn-in by Lieutenant Governor Thomas R. DiLuglio;
- Elected officers for 1979-1980;
- Requested Governor Garrahy to send letter to U. S. Office of Education, asking that the commission be certified as the state advisory council for adult education;
- Decided to operate through committees and subcommittees organized in accordance with the statute. Officers and committee chairmen to constitute a steering committee;
- Initiated formal relationships with Board of Regents and Commissioner of Education. The respective liaisons will be Mr. Carilli and Dr. Easters;
- Agreed that commission meetings should be held at various locations around the state.

7

2/ OCTOBER 3, 1979 — Rhode Island College, Providence

Highlights:

- Greetings from Mr. Albert E. Carlotti, Chairman of the Board of Regents, and Dr. Thomas C. Schmidt, Commissioner of Education, conveyed by Mrs. Freda H. Goldman, Deputy Assistant Commissioner;
- Briefing by Mrs. Helen M. Drew, former chairwoman of the Public Committee on Fundamental Education for Disadvantaged Adults (operated from 1976 to 1978);
- Presentations by Lawrence V. Troiano, Chairman, William A. Farrell, Principal Liaison, and several members of the Committee for Adult Services (State Department of Education key personnel with responsibilities in adult education areas);
- Adopted plan to establish a secretariat at the State Department of Education;
- Approved the concept of a liaison advisory council, to provide maximum, continuous input to the commission's deliberations.

3/ NOVEMBER 7, 1979 — Senate Lounge, State Capitol, Providence

Highlights:

- Intensive dialogue with Dr. Gary A. Eyre, Executive Director, and Mrs. Mildred T. Nichols, a member from Rhode Island, of the National Advisory Council on Adult Education;
- Authorized initiating research on state laws;

- Received draft of state plan for adult education;
- Discussed possible approaches for conducting a comprehensive study of adult education in Rhode Island;
- Approved agenda for forthcoming steering committee meeting with Dr. Schmidt;
- Agreed to recruit student interns as staff of the commission.

4/ December 5, 1979 — Hearing Room, State Capitol, Providence

Highlights:

- Received preliminary announcement of $10,000. federal grant to the commission and authorized opening of deposit account;
- Approved schedule of seven public meetings, to be held from January through April, 1980;
- Considered preliminary plan for the comprehensive study; authorized the chairman to appoint a paid coordinator to assist in this function;
- Authorized appointment of a parliamentarian and drafting of commission by-laws;
- Received unofficial notification that the commission will be certified as the state advisory council for adult education.

5/ December 28, 1979 — House Lounge, State Capitol, Providence

This was a special meeting. Highlights:

- Thorough discussion of Commissioner Schmidt's plans for the possible reorganization of the State Department of Education;
- The commission adopted the position that there should be a distinct Bureau of Adult Education *(see page 20.)*

6/ April 24, 1980 — Golden Lantern Restaurant, Warwick

This was our pro-forma annual meeting.

- Met new commission members appointed for terms effective May 1, 1980;
- Reelected officers for 1980-1981;
- Approved annual report;
- Received transcripts of public meetings series just concluded; to be studied during summer;
- Heard oral progress report on comprehensive study;
- Discussed pattern for future meetings;
- Partook of "Dutch treat" dinner.

8

1980 SERIES OF PUBLIC MEETINGS

As the commission proceeded to consider the entire field of adult education in Rhode Island, it sought the broadest possible input.

Through the 1980 series of public meetings, we attracted more than four hundred individuals, many who represented agencies, institutions, and organizations, but also many who were local officials, adult learners, and the general public.

Attendance was promoted through newspaper advertising, public service announcements on radio and television, a large direct mailing, and follow-up telephone calls.

Meetings were held at various locations throughout the state. The complete schedule appears on pages 11-12.

Each meeting had a major theme, to promote a concentrated discussion of topics with high priority in adult education. However, the meetings were not limited to these themes.

Participants were invited from throughout the state, but each meeting also provided an opportunity for the commission to hear local and regional concerns from the people of specified cities and towns.

The meetings were essentially informal. After each speaker made a statement, commissioners and others asked questions, and there usually followed an open dialogue in which several persons participated.

They shared their thoughts about adult education in Rhode Island. They told us what they are doing. They asked questions. They offered ideas and suggestions. They expressed constructive criticism.

The experience was most insightful.

The public meetings were a complete success.

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Public Meeting #1*

THURSDAY, JANUARY 17, 1980,
at 7:00 p.m., at

RHODE ISLAND JUNIOR COLLEGE
(Flanagan Campus)
Louisquisset Pike, Route 246,
Lincoln, Rhode Island

MAJOR THEME:

"Adult Basic Education -
federally-funded programs"

Moderator:
JAMES H. DeLUCA, JR.
Chairman, State Plan Committee

LOCAL AND REGIONAL CONCERNS:
Burrillville, Central Falls, Cumberland, Lincoln,
North Smithfield, Pawtucket, Smithfield, and Woonsocket

Public Meeting #2

WEDNESDAY, JANUARY 30, 1980,
at 7:00 p.m., at

ALLENDALE INSURANCE COMPANY,
(Multi-purpose room)
Allendale Park, off Atwood Avenue,
Johnston, Rhode Island

MAJOR THEME:

"A firm belief -
adult education in business and industry"

Moderator:
BARBARA N. GOLDBERG,
Vice Chairwoman

LOCAL AND REGIONAL CONCERNS:
Cranston, Foster, Glocester, Johnston,
North Providence, and Scituate

Public Meeting #3

THURSDAY, FEBRUARY 14, 1980,
from 10:00 a.m. to 5:00 p.m.

at
CRANSTON STREET ARMORY
Cranston Street,
Providence, Rhode Island

MAJOR THEME:
"To love adult education -
professionals and consumers speak out"

Co-Moderators:
RONALD F. CHENEAU-CROSS, Chairman
and
ROBERT V. FARLEY, Member

LOCAL AND REGIONAL CONCERNS:
City of Providence and its neighborhoods

Public Meeting #4

MONDAY, FEBRUARY 25, 1980,
at 7:00 p.m., at

EAST PROVIDENCE HIGH SCHOOL
VOCATIONAL-TECHNICAL FACILITY
2000 Pawtucket Avenue
East Providence, Rhode Island

MAJOR THEME:
"Learning for earning --
vocational education for adults"

Moderator:
DR. FRANK M. SANTORO,
Deputy Asst. Commissioner of Education

LOCAL AND REGIONAL CONCERNS:
Barrington, Bristol,
East Providence, and Warren

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Public Meeting #5

TUESDAY, MARCH 11, 1980,
at 7:00 p.m., at

J. ARTHUR TRUDEAU MEMORIAL CENTER,
RHODE ISLAND ASSN. FOR RETARDED CITIZENS
3468 Post Road
Warwick, Rhode Island

MAJOR THEME:
Adult education in
rehabilitation and social concerns

Moderator:
HON. JOHN A. ROMANO,
State Senator

LOCAL AND REGIONAL CONCERNS:
Coventry, East Greenwich, Warwick,
West Greenwich, and West Warwick

Public Meeting #6

WEDNESDAY, MARCH 26, 1980,
at 7:00 p.m., at

WASHINGTON COUNTY GOVERNMENT CENTER
(former Mount Saint Joseph College)
Tower Hill Road, Wakefield,
South Kingstown, Rhode Island

MAJOR THEME:
"Making informed choices -
guidance in adult education"

Moderator:
HON. JOSEPH H. SCOTT
State Representative

LOCAL AND REGIONAL CONCERNS:
Charlestown, Exeter, Hopkinton, Jamestown,
Narragansett, New Shoreham, North Kingstown,
Richmond, South Kingstown, and Westerly

Public Meeting #7

THURSDAY, APRIL 10, 1980
at 7:00 p.m., at

MIDDLETOWN PUBLIC LIBRARY,
(across from Radio Station WOTB)
680 West Main Road, Route 114
Middletown, Rhode Island.

MAJOR THEME:
"Adult education is
education for the whole community."

Moderator:
CHARLES D. WALSON,
Chairman, Comprehensive Study Committee

LOCAL AND REGIONAL CONCERNS:
Little Compton, Middletown, Newport,
Portsmouth, and Tiverton

- All meetings of the Rhode Island Adult Education Commission are open to the public and are held at facilities which are accessible by the handicapped.
- The minutes of all regular commission meetings and transcripts of the public meetings are available for review at the secretariat.

Public Meeting #1 constituted the participatory process for the Rhode Island State Plan for Adult Education.

12

SURVEY OF CURRENT ISSUES IN ADULT EDUCATION

In January, 1980, as the commission invited professionals, consumers, and public officials to attend the public meetings, we included a survey form, by which we wanted to assess their views as to what are the current issues and priorities in adult education in Rhode Island

The total mailing was approximately 2,800, and we received 276 survey forms by return mail, thus, a 10.9% response.

There were 28 items listed on the form. Respondents were asked to check those which they felt were major current issues in adult education in our state.

The following is a listing of the items, rank-ordered according to the number of times each was checked, thus indicating the priority assigned to each item by the respondents collectively.

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Place:	Issue:	Number of times checked:
1st	High school completion/equivalency/ adult diploma as minimum goal	135
2nd	Vocational education for adults	124
3rd	Education/training as a means of reducing welfare dependency	123
4th	Involvement of business/industry and organized labor in developing and conducting adult education programs	122
5th	Community education ("public school facilities and expertise should serve the entire community")	111
6th	Right-to-read; minimum literacy; elimination/reduction of illiteracy	110
7th	In-service training in business and industry, to impart/upgrade job-related knowledge and skills	107
8th	Instilling the concept of life-long learning	97
9th	Adult basic education; fundamental/ coping skills	96
10th	Apprenticeships and on-the-job training	95
11th	Guidance/counseling (personal, career)	93
12th	Programs for residents of areas with high unemployment and social problems	90
13th	Adult education as related to quality of life/good citizenship/ social responsibility	87
14th	Education for life-cycle changes	85
15th	Programs for physically/mentally handicapped	84
16th	Continuing education in professional/ technical occupations, as condition for renewability of credentials	83
17th	Home/family life education	82
18th	Adult education as related to economic development	80
19th	English as an additional language; (ESL: English as a second language)	79
20th	Programs for senior citizens	78
21st	Americanization/naturalization courses for immigrants, minorities	75
22nd	Post-secondary (college-level)/ continuing education	74
23rd	Maximizing use of libraries	71
24th	Financial aid/ tuition assistance	70
25th	Impact of major federal programs such as CETA, etc.	69
26th	Consumer/economic education	66
27th	Arts/cultural programs	66
28th	Professional development and certification of teachers and administrators in adult education	65
29th	Outreach/recruitment/retention of adult learners	64
30th	Extent to which delivery system produces people with skills needed by prospective employers	63
31st	Programs for adults in institutions	58
32nd	Bi-lingual adult education programs	57
33rd	Avocational/hobby courses	49
34th	Relationship of education/training to crime, other social problems	48
35th	Campaigns for the public good, such as health, environment, and social concerns	47
36th	Educational radio/television	46
37th	Cooperative/regionalized approaches	44
38th	Proprietary (for profit) schools	17

A total of 3,016 "votes" were cast.

Many respondents offered additional thoughts and suggestions.

These replies are being assimilated into the record of the public meetings, for further consideration by the commission.

We are grateful to all those who took the time to respond to this survey.

14

LEGISLATION

Our first major mission, under the statute, was to undertake a review of Rhode Island state education laws as they specifically pertain to adult education. The factors to be considered are specified in 816-58-6 (A).

This work was assigned to one of our interns, a law school student, functioning as a research associate under the supervision of our Legislation Committee.

To date, our findings are that ...

- the state education laws are generally oriented to concerns for the traditional education of children and typical school-age young people, and

- there are relatively few laws which even mention adult concerns, namely,

  816-27, mandating vocational rehabilitation services;

  816-29, providing for Americanization schools and which seems to serve as the statutory authority for maintaining local adult education programs;

  816-40, governing the operation of private and proprietary schools;

  816-41, defining the New England Higher Education Compact;

  816-44, creating the state's original system of community colleges;

  816-45, establishing the regional vocational schools;

  816-50, setting standards for correspondence schools and home-study courses;

  816-55, granting specific educational benefits to senior citizens;

  816-56, providing for post-secondary student financial assistance;

  816-57, creating the Rhode Island Higher Education Assistance Authority, and

  816-58, which is our own statute.

We are considering the current relevance of these laws and how they could be improved or better enforced. We may suggest that some provisions be repealed.

LEGISLATIVE PACKAGE DUE NEXT YEAR

The commission plans to prepare a legislative package for introduction in the January, 1981, session of the general assembly.

The package will contain suggested amendments to our current laws and some proposed new legislation, all designed to enhance educational opportunities for the adult population of our state.

15

COMPREHENSIVE STUDY OF ADULT EDUCATION IN RHODE ISLAND

The commission's second major responsibility is to conduct, on an ongoing basis, a comprehensive study of adult education in Rhode Island.

The study is to include, but not necessarily be limited to, the five aspects specified in 816-58-6 (B) of the statute.

Those aspects consist of a systematic determination of ...

... what educational programs and services are needed and wanted by the people of our state? ("Assessment");

... how well is the current delivery system responding? ("Delivery System");

... is this response adequate? ("Adequacy"), and

... what are the realistic economics of providing an effective adult education program here in Rhode Island? ("Financial").

The commission is striving to make the study more than a surface exercise. We want to be thorough and then reach sound conclusions and recommendations which can be translated into action.

We are anxious to undertake the comprehensive study, but we also wanted to await the results of the survey and the input from the public meetings, because both these activities will have some bearing on the direction of the study.

The chairpersons of the four subcommittees, concerned with the comprehensive study, held their first meeting on October 25, 1979.

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Since then, preliminary work has been initiated by the Assessment, Delivery System, and Financial subcommittees. Much momentum was gained as our student interns were deployed in January, 1980.

The first step, in earnest, is to design a "strategy" for the study. This will be a written plan detailing each aspect of the study, as precisely as possible, in terms of ...

- the parameters of the study, that is, what we are setting out to accomplish and how far we want to go, at least in this first attempt;

- the kind of information we will seek;

- what existing information we can use or adapt;

- the possible sources of still-needed information;

- the methods by which the information will be obtained;

- what outside help we can solicit;

- the personnel and consultant requirements for getting this done;

- the time-line, showing how long it will take, and

- the estimated cost of conducting each aspect of the study.

The Comprehensive Study Committee already has adopted a general outline, which appears on page 18.

The coordinator was retained, on a part-time consultant basis, for the four-month period from March 1 to June 30, 1980. She now is working with the interns to consolidate their respective activities and finalize the proposed strategy for the study.

RESPONSIBILITIES AS THE STATE ADVISORY COUNCIL FOR ADULT EDUCATION

Rhode Island's federally-assisted Adult Basic Education programs are being administered according to a state plan for the three-year period from October 1, 1979, through September 30, 1982.

The commission, as the state advisory council for adult education, has specific responsibilities in this regard. This becomes our third major function, as prescribed at 816-58-6 (C) in the statute.

At the time when the current state plan was written, the commission had not yet been created and certified. Hence, we had no formal opportunity for original input.

However, as soon as the commission was formed and began to function, we proceeded to work with the staff of the State Department of Education, in fulfillment of our cited responsibilities.

The State Plan Committee met on October 24 and December 20, 1979.

During the three-month period from November, 1979, to January, 1980, some members participated on evaluation teams which conducted on-site visitations to a number of Adult Basic Education programs, in local cities and towns, funded under the state plan.

Public Meeting #1, held on January 17, 1980, constituted the participatory process on matters of the state plan for adult education. Relevant testimony also was received at other meetings in that series.

Through these activities, the commission has developed the following list of observations and recommendations ...

1. Since the Rhode Island Adult Education Commission is officially constituted as the state advisory council for adult education, such inclusion is to be incorporated into the Plan (Section 1.4, State Plan Participatory Planning).

2. An amendment is to be made in Section 1.4.2 to reflect the change in the participatory process, i.e., the first public meeting of each year will be the open hearing for input into the state plan.

3. There is general agreement that other special subgroups should be added to Section 2.1. These should include (a) retarded adults who are not institutionalized but have a need for adult education services, and (b) the physically handicapped who live in the community and have special needs for adult education services.

4. The lack of linkage and coordination among agencies and programs could be corrected (cf. Sec. 2.2) by forming a Bureau of Adult Education within the Department of Education.

5. Because of the considerable disagreement about the need for and the type of certification requirements, and because the proposed requirements developed by the task force (cf. Sec. 3.1.4) have been criticized by many groups concerned about adult education, the Commission recommends that no further action be taken until a review and another hearing have been completed.

6. Section 3.4.1 should be updated to reflect the present status of the State Advisory Committee.

7. It is recommended that no bilingual programs be initiated until the need for such programs, and the advisability for such programs have been substantiated by the 1980 census figures and the effectiveness of the ESL programs have been studied.

8. The fees collected for general adult education should be mandated by statute to remain in the adult education budgets of the local agency, and all state aid paid on adult education monies should also remain in those budgets.

9. School committees should be required to expend specified percentages of local educational funds for adult education. The State should expend additional funds for adult education equivalent to the funds granted to it by the United States Education department under P. L. 91-230.

10. Priority should be given to maintaining or improving attendance in programs (cf. Sec. 5.1 Goal 4) and to effective outreach programs for those adults less inclined to need adult educational services.

11. Legislative action should be taken to bring the age requirements of the high school equivalency program into agreement with the definition of "adult" contained in the definition of adult education (General Laws 16-68-3).

12. The commission notes the lack of necessary counseling services among adult education programs. On-going personal, educational and vocational counseling are essential components of an adult education program.

13. As noted in number 3 (above), there will be additions to the Special Populations/Groups in Section 3.4.5 as changes occur in the philosophy concerning institutionalization. When the present state plan for deinstitutionalization takes effect, there will be increasing need for services to these additional groups.

MEMBERSHIPS AND AFFILIATIONS

NATIONAL

Adult Education Association of the United States of America (AEA/USA)

National Association of Public and Continuing Adult Education (NAPCAE)

American Personnel and Guidance Association (APGA)

STATE

Adult Education Association of Rhode Island (AEA/RI)

Rhode Island Association of Public and Continuing Adult Education (RIAPCAE)

Rhode Island Personnel and Guidance Association (RIPGA)

American Society for Training and Development, Rhode Island Chapter (ASTD/RI)

Rhode Island Inter-Agency Network (RIIAN)

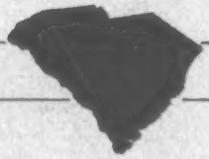
BUDGET

During this first year of its operations, the Rhode Island Adult Education Commission was supported by a grant of ten thousand dollars ($10,000.) in federal funds, channeled through the Rhode Island State Department of Education.

The commission qualified for this funding by virtue of being certified as the state advisory council for adult education *(see page 9)*.

An operating budget was adopted by the commission on November 7, 1979, and was revised on February 20, 1980. *The budget appears on page 11.*

Operations, under this budget, are continuing until June 30, 1980. Thereafter, a final financial report will be prepared and made available, upon request, as a supplement to this annual report.

STATE OF  SOUTH CAROLINA

An Act

An Act To Provide For The Community Education Act Of 1976.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. This act may be cited as the Community Education Act of 1976.

SECTION 2. The General Assembly finds that in recognition of the fact that the school, as the prime educational institution of the community, is most effective when it involves the people of that community in a process designed to fulfill their education needs, and since community education promotes a more efficient use of community facilities through an extension of buildings, personnel, and equipment, it is the purpose of this act to facilitate the provision of recreational, educational, cultural, social, health, and other community services, in accordance with the needs, interests and concerns of the community, through the establishment of the community education programs, for such activities, in cooperation with other governmental agencies and community service organizations.

SECTION 3. For the purpose of this act "community education" is a process by which public facilities are utilized as community centers operated in conjunction with governmental agencies and community service organizations to provide educational, recreational, cultural, social, health and other community services for all persons in the community in accordance with the needs, interests, and concerns of that community.

SECTION 4. The State Department of Education shall promote the implementation and operation of community education programs throughout the State of South Carolina.

SECTION 5. A nine member state community education advisory council, representing recreation, health, cultural, social services, community services, education, business-industry, aged and minority groups, shall be appointed by the State Superintendent of Education, for the purpose of promoting furtherance of this act and the advancement of recreational, educational, cultural, social and health opportunities through the maximum utilization of public facilities. Members of the council shall be appointed for a four year term, provided that staggered terms shall be established so that after the first year no more than one-fourth of the members will be appointed in a given year. A majority of the council constitute a quorum.

SECTION 6. The board of trustees of each school district of the State is hereby authorized to, but not obligated to, coordinate a community education program in its district. Each participating board shall provide the general supervision of the program.

SECTION 7. This act shall take effect upon approval by the Governor.

In the Senate House the 25th day of June

In the Year of Our Lord One Thousand Nine Hundred and Seventy-six.

W. BRANTLEY HARVEY, JR.,
President of the Senate.

REX L. CARTER,
Speaker of the House of Representatives.

Approved the 30th day of June, 1976.

JAMES B. EDWARDS,